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**EVALUTING THE IMPACT OF A SPORT-BASED CORPORATE SOCIAL
RESPONSIBILITY PROGRAM ON MULTICULTURAL YOUTH IN SOUTH
KOREA**

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by

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Dedication

To my parents, Yeon-Sook Cho and Jong-Kwan Kim

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With increasing attention being given to corporate social responsibility (CSR) by corporations, it has become apparent that more corporations are involved in CSR initiatives. Sport business entities also have widely embraced the principles and practices of CSR over the past decades (Babiak & Wolfe, 2009; Bradish & Cronin, 2009). The deployment of CSR through sport offers substantial potential for a return to the community due to the ubiquitous appeal of sport, so that CSR in sport has been practiced by a considerable number of athletes, teams, leagues, sport franchises, and sporting goods manufacturing companies (Bardish & Cronin, 2009). Despite the increasing emphasis on CSR initiatives using sport in the marketplace, little is known about the effects of CSR programs. In other words, there is little transparent evidence that demonstrates the effectiveness of CSR programs in sport.

Hence, the purpose of this study is to determine if a sport-based corporate social responsibility program provides discernable benefits to its participants. It also seeks to determine if the program meets the needs of the intended beneficiaries. Furthermore, it tries to see if the CSR program through sport is not misused as a PR strategy or a device to please shareholders. Through a series of interviews with program stakeholders,

secondary document analysis, and personal observations, the researcher was able to assess the outcomes of a baseball program for multicultural children in Korea, operated by a nonprofit baseball foundation.

The findings of this study have shown that the program did produce a positive change in the attitudes and opinions of the participants. However, the findings of this study also showed that some promises that the foundation made were not fulfilled. Beneath the surface of the public-facing socially responsible program was a somewhat devious plan by the foundation to exploit the children for bolstering the foundation's public image. The founder did just enough to ensure his foundation was viewed as socially responsible but not enough to operate a good quality program.

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Chapter 1: Introduction

Corporate Social Responsibility (CSR) programs have become popular elements of corporate marketing strategies. More corporations are now involved in CSR initiatives via diverse means such as corporate philanthropy, cause-related marketing, socially responsible employment, and charity donations (Drumright, 1994). As the concept of CSR has played an important role in business, many companies are turning to the use of CSR as a communications tool (Babiak & Wolfe, 2009). The concept of CSR ranges from a broad view of CSR “as actions that appear to further some social good, beyond the interests of the firm and that which is required by law” (McWilliams & Siegal, 2001, p. 117) to one that is narrowly focused on maximizing shareholder wealth (Goodpaster, 1991). The conceptual variations indicate wide dimensions of responsibility ascribed to a firm beyond its role as an economic institution.

To attain a competitive advantage, corporations have begun using CSR as an important tool to solidify their corporate legitimacy. Roy and Graeff (2003) stated that CSR programs have significantly increased in the past decades as firms have searched for opportunities to demonstrate their commitment to social issues. Consequently, many organizations have acknowledged the importance of CSR and have made significant contributions to the welfare of the societies in which they operate (Kinard, Kinard, & Smith, 2003). Each year, companies donate millions of dollars to various nonprofit organizations through a variety of initiatives, including cause-related marketing, volunteer programs, and philanthropy. About one in every ten dollars of assets under management in the U.S., which is to be estimated \$2.3 trillion out of \$24 trillion, is being invested by companies that rate highly on some measure of social responsibility (Heslin & Ochoa, 2008).

A growing number of marketplace polls attest to the effects of CSR on consumer behavior (*Business in the Community*, 1997; Cone Inc., 1999). According to *Business in the Community*, where pricing is equal, more than 80% of Western consumers would change brands and have better perceptions of a company that does something to make the world a better place (Mason, 2002). The websites of more than 80% of the Fortune 500 companies address CSR issues (Esrock & Leichty, 1998). Not surprisingly, this trend is also reflected in the pervasive belief among business leaders that CSR is an economic imperative in today's national as well as global marketplace (Murray & Vogel, 1997). Moreover, according to a report by the Committee Encouraging Corporate Philanthropy (2007), Fortune 100 companies increase their giving as a percentage of their total philanthropic expenditure over time. *Fortune* magazine currently publishes rankings of the world's largest companies according to how well they conform to socially responsible business practices.

The increase in CSR initiatives has been accelerated not only by companies that recognize CSR activity as a key to success, but also by nonprofits that have ever-increasing needs for resources (Lichtenstein, Drumwright, & Braig, 2004). The importance of CSR has been emphasized so that CSR refers to the obligations of the firm to society (Smith, 2003). Sport business entities also have widely embraced the principles and practices of CSR over the past decade (Babiak & Wolfe, 2009; Bradish & Cronin, 2009). The deployment of CSR through sport offers substantial potential for a return to the community due to the ubiquitous appeal of sport (Smith & Westerbeek, 2007). CSR in sport has been practiced by a considerable number of athletes, teams, leagues, sport franchises, and sporting goods manufacturing companies (Bardish & Cronin, 2009).

These sport entities' success, such as sport teams and franchises, heavily depends on community support for the team or league. Due to these relationships that are characterized by ubiquitous appeal, societal expectations have increased for sport organizations to be economically, socially, and environmentally responsible in their business conduct (Babiak, Bradish, Johnson, Kent, & Wolf, 2007; Babiak & Wolf, 2006). These concerns include a wide range of social issues related to violations of human rights, education, AIDS, and environmental considerations (e.g., manufacturing industry) (Bennet, 2002; Smith & Westerbeek, 2007). In response to these concerns, sport organizations have entered into socially responsible initiatives to become good citizens in their communities (Kott, 2005; Robinson, 2005). For example, FIFA has contributed to CSR, spending more than 40 percent of its income on CSR initiatives (FIFA Activity Report, 2002-2004). In addition, FIFA has created a CSR unit in order to become involved in a greater number of "goodwill" activities (e.g., the Goal Program; Jenkins, 2006). Also, the National Basketball Association (NBA) has been widely involved in humanitarianism and socially responsible activities to help people in developing countries and regions. The NBA began to establish a presence on the African continent in 2003 through a program called the Africa 100 Camp, which consists of basketball instruction and educational programs addressing important social issues for the top 100 young players from more than 19 African countries (NBA basketball stars reunite for basketball without borders Africa, 2008).

The increase by companies using sport as a vehicle in an attempt to accelerate development has been striking. In 2008, the number of CSR programs through sport increased by 93% over 2003 (Levermore, 2010). In addition, nearly all professional sport teams have established charitable foundations over the past decade-and-a-half (Babiak & Wolfe, 2009). An emerging multidisciplinary body of literature and a

significant number of CSR programs through sport reflect on the benefits associated with the ability of CSR to promote different aspects of social and economic development (Levermore, 2010).

According to the Sport for Development and Peace International Working Group (SDPIWG), sport contributes to international development in at least the following categories: individual development for the able bodied and disabled; promoting health, health awareness and disease prevention; promotion of gender equity; social integration; peace building and conflict prevention or resolution; post-disaster trauma relief and economic development. Levermore (2010) added policy awareness campaigns to this list, especially as the sport industry is closely linked to child labor issues, anti-obesity, and human rights campaigns.

The CSR initiatives that use sport as a vehicle have played a significant role within these categories. In partnership with corporations' CSR programs, sport has historically played an important role in all societies in the form of competitive sport, physical activity, or play. Despite this increasing emphasis on CSR initiatives using sport in the marketplace, little is known about the effects of CSR programs. For instance, it is yet to be demonstrated that they really work as they are purported to. In other words, there is little transparent evidence that demonstrates the effectiveness of CSR programs in sport. Without a proper assessment, an evaluation of CSR programs in sport would fail to answer these questions: Who do the programs benefit? How and why are they beneficial? Does CSR through sport have the potential to reconfirm the meaning of social responsibility as meeting the needs of beneficiaries?

Only those CSR programs and projects that are based on strong monitoring and evaluation components tend to stay on track. The United Nations Development Program (UNDP) emphasizes the importance of conducting CSR program evaluation.

The UNDP declares that “without effective planning, monitoring and evaluation, it would be impossible to judge if work is going in the right direction, whether progress and success can be claimed, and how future efforts might be improved” (UNDP, 2009, p. 7). Hence, research on CSR in sport should focus on grasping the need for more critical perspectives to understand what CSR programs in sport accomplish and what they mean for the people targeted. A more extensive evaluation could therefore assist in clarifying program objectives and intended outcomes, and could also highlight how CSR program evaluation can contribute to a wider achievement of objectives.

1.1. CSR IN CONTEXT: SOUTH KOREA

The present dissertation focuses on CSR sport programs conducted in South Korea. South Korea has long looked to major international sport events to reaffirm its international standing. In 1988, in a coming-out party for a young democracy, the Summer Olympics were held in Seoul. In 2002, South Korea co-hosted the men’s World Cup soccer tournament with Japan. In 2011, the world track and field championships were held in Daegu. Finally, the 2018 Winter Olympics have been scheduled to take place in Pyeongchang. As South Korea has hosted three major international sporting events, sport has played an increasing role in South Korea in alliance with socially responsible programs. According to a survey by the industrial association Federation of Korean Industries (FKI) in 2006, 75% of the 120 largest companies in Korea are engaged in CSR projects. Among the 120 companies, nearly half of the companies surveyed have set up their own CSR department. These include numerous large conglomerates such as Samsung, LG, and the Hyundai-Kia Motor Group. These companies have shown passion and motivation for future generations by encouraging positive messages by conducting various CSR programs through sport.

Among various CSR programs being conducted through sport, this dissertation concentrates on sport programs for multicultural families in South Korea. As international marriages are rapidly increasing in Korea, long a racially homogeneous country, multicultural families have become a prominent social issue. The largest numbers of international marriages in Korea are being made between women from Southeast Asia or China and men in Korean rural farming communities. This phenomenon is largely due to Korean women's unwillingness to marry farmers. According to the National Statistics Offices of Korea, as of 2006, the number of international marriages in Korea was 39,690 and accounted for 11.9 percent of 332,752 marriages. In just six years, this number increased by approximately 3.2 times from 12,319 cases in 2000. This is striking evidence of the rapid progress of a homogeneous Korean society becoming a multicultural one. The data further presents that about one-third of South Korean men in rural areas married women from abroad (National Statistics Offices of Korea, 2006).

The second biggest factor that has made Korean society become a multicultural society is the continuing influx of migrant workers. From the early 1960s to the late 1980s, Korea was a labor-exporting country. Thousands of Korean workers were sent annually to Germany to work as miners and nurses in the 1960s and the 1970s (Martin, 1991). As the construction boom started in the 1970s and early 1980s, Korean workers immigrated to the Middle East area. Since the late 1980s, however, Korea is said to have undergone what is termed a "migration transition" from a labor-exporting nation to a labor-importing nation. The reason for this shift was a serious labor shortage for small- and medium-sized manufacturing firms, shortages caused by two factors. First, the participation rate of youth in the labor force dropped sharply due to longer schooling. Second, and most importantly, the relatively better educated and wealthier Koreans began

to turn away from certain occupations and wage levels, especially the so-called 3-D (difficult, dirty, and dangerous) jobs (Lee, 1997). To mitigate the labor shortage in Korean society, the Korean government, since the early 1990s, has been coordinating policies to bring in foreign migrant workers. Accordingly, the number of such workers in Korea increased from 33,861 in 1994 to 49,345 in 2000. According to Korean government statistics, it was reported that over 1.15 million foreign workers resided in Korea as of December 31, 2008. The report further expects that the number to continue increasing so that the number of foreign workers residing in communities in Korea will keep swelling (National Statistics Office of Korea, 2009). The increasing number of foreign migrant workers in Korea has become a significant factor that results in international marriage families in Korea.

With the growing numbers of international marriages, multicultural families are also increasing in the ethnically homogeneous Korean society. The Korean nation has developed a sense of collective oneness based on shared blood and ancestry. While China, for example, is a country of huge diversity in terrain, climate, and especially people with 56 officially recognized ethnic groups, Korean society is ethnically homogeneous and racially distinctive (Shin & Chang, 2004). Koreans tend to regard themselves as a tightly knit, cohesive national community with a common prehistory origin, common language, history, and race but it makes them lack diversity in ethnicities and values (Mitchell & Salsbury, 1996). The increasing rates of interracial marriages imply that the racially homogeneous Korean society is starting to open a door to cultural diversity.

However, international marriages also have also given rise to some problems in a society not ready to embrace a racial mixture. For example, many foreign brides and their children are suffering from racial discrimination simply due to their appearance.

They are also being confronted with economic, cultural, educational, and linguistic difficulties. The income level of the Korean farming sector has gradually decreased as the Korean economy has transformed into and focused on the manufacturing and service industries. The rapid growth in these industries increases the income gap between Korean rural farming and urban sectors. Under these economic conditions, many immigrant brides try to work in Korea, a difficult task with poor Korean language skills. It has been argued that immigrant brides have suffered from social exclusion, which includes the deprivation of opportunity to participate in the sectors of social life, politics and culture as well as economy (Kim & Shin, 2007). Social exclusion puts an emphasis not only on its causes and effects but also on the processes that particular groups or individuals are marginalized by economic deprivation and social isolation. The conflict between foreign brides and traditional Korean family members are becoming serious because of the deficiency of mutual understanding of cultural differences, which is largely caused by a language barrier.

For the purpose of helping the stable settlement of multicultural families, the Korean government has set comprehensive policies to provide customized support measures based on multicultural families' lifecycles. Hence, the related Korean government ministries have been playing their parts in various sectors, including education, health and welfare, immigration and labor. The Ministry of Culture, Sports and Tourism has been providing educational support for children from multicultural families including sport classes and language classes of their mothers or fathers. Concerning sport programs for children from multicultural families, volunteers visit in specific areas and provide free lessons. Multicultural kids' sport clubs such as football clubs, baseball clubs, and basketball clubs are founded and supported by corporations in alliance with professional athletes.

1.2. PURPOSE OF THE STUDY

Hence, this study aims to examine and evaluate the CSR programs that are designed to help children from multicultural families in Korea. Without a proper measurement tool to gauge its applications, CSR activities cannot avoid the critical view that they are only used to bolster business, avoid regulation, gain legitimacy, and advance reputation. This research, therefore, attempts to see whether CSR activities through sport benefit their ultimate recipients and society efficiently and whether or not they are misused as PR strategy or a device to please shareholders, who corporations serve. In order to evaluate the CSR program, the research questions are designed as follows:

RQ1: Do the CSR initiatives through sport benefit the participants?

RQ2: Do the socially responsible programs meet the needs of beneficiaries?

In order to understand CSR's contribution, it is needed first to have a working understanding of what CSR means; accordingly, this dissertation presents a literature review regarding (a) the history of CSR, (b) how CSR is defined, (c) CSR in sport, (d) CSR and evaluation. Discussions of method, results, implications, and suggestions for future research follow.

Chapter 2: Literature Review

The purpose of this chapter is to review the existing CSR literature as a guide to understanding the purpose, applications, and measurement of CSR effectiveness. In addition, gaps in the existing literature are identified, with particular emphasis on the need for enhanced program evaluation.

2.1. DEFINITIONS OF CORPORATE SOCIAL RESPONSIBILITY

While ‘corporate social responsibility’ is a relatively recent term, a concern with business ethics and the social dimensions of business activity has existed for a very long time. Business practices based on moral principles and “controlled greed” were supported by pre-Christian western thinkers such as Cicero in the first century BC. Also, non-western counterparts such as India’s Kautilya in the fourth century BC and Islam and the medieval Christian Church criticized certain business practices (Blowfield & Frynas, 2005). The modern foundations of CSR can be traced back to nineteenth-century boycotts of foodstuffs, which was produced with slave labor. From a historical perspective, then, CSR can be seen as the latest manifestation of earlier debates on the ethical role of business in society. What has been added to it is that today’s CSR is conducted at the intersection of development, environment and human rights, and is more global in outlook than earlier in this century (Fabig & Boele, 1999).

The publication by Howard R. Bowen (1953) of his book, *Social Responsibilities of Businessman*, is suggested as the beginnings of CSR in the modern era. In Bowen’s book (1953), the importance of businessmen’s responsibilities is described effectively based on the belief that businesses were vital centers of power and decision-making. Hence, the actions of these firms have an influence on the lives of citizens at many points. Bowen (1953) defines the concept of CSR as “the obligations of businessman to

pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society” (p. 6). Bowen’s work argues that modern businesses have considerable power and a far-reaching influence on people’s lives. Accordingly, the author suggests that businesspeople are responsible for the consequences of their own actions besides the usual financial performance accounting (Bowen, 1953). Bowen’s definition of CSR indicates that businessmen are responsible for the consequences of their actions in a range somewhat wider than that covered by their ‘profit-and-loss statements’ (Carroll, 1979). Bowen (1953) also argues that social responsibility is no panacea, but the concept has strength that must guide business in the future. Due to Bowen’s early and seminal work, Carroll (1979) refers to him as the “Father of Corporate Social Responsibility” (Carroll, 1979, p. 270).

Following the works by the “Father of Corporate Social Responsibility,” CSR became a more prominent phenomenon in the 1960s and 1970s in the literature so that a significant increase was shown in attempts to state and formalize what CSR means (Carroll, 1979; Clark, 2000). One the of the first and most prominent writers in that period to define CSR was Davis (1973), who defines it as “the firm’s considerations of, and response to, issues beyond the narrow economic, technical, and legal requirements of the firm to accomplish social (and environmental) benefits along with the traditional economic gains which the firm seeks” (Davis 1973, p. 312). Davis also argues that CSR refers to “businessmen’s decisions and actions taken for reasons at least partially beyond the firm’s direct economic or technical interest” (Davis, 1960, p. 70). Then, he further asserts that the concept of social responsibility is an unclear idea but it should be seen in a managerial context. Based on his assertion, he became well known for his views on the relationship between social responsibility and business power. What he mainly focuses on is that some CSR related decisions can be supported by a long and

complicated process of reasoning “as having a good chance of bringing long-run economic benefit to the firm, thus paying it back for its socially responsible stance” (Davis, 1973, as cited in Carroll, 1999, p. 271).

Another major contributor to the concept of CSR in the 1960s was Joseph W. McGuire, who states “the idea of social responsibilities supposes that the corporation has not only economic and legal obligations but also certain responsibilities to society which extend beyond these obligations” (McGuire, 1963, p. 144). Concerning McGuire’s definition of CSR, Carroll (1999) states that his definition is more precise than previous ones in that he defines CSR as extending beyond economic and legal obligations.

It is important to note the present conceptualization of CSR principles had created and initiated in the 1970s (Carroll, 1979). The examination of CSR in the 1970s started with a book written by Morrell Heald, *The Social Responsibilities of Business: Company and Community, 1900-1960* (Heald, 1970). In the preface of Heald’s book, he states that he is concerned with the idea of social responsibility “as businessmen themselves have defined and experienced it” (p. xi). He then additionally describes that the “meaning of the concept of social responsibility for businessmen must finally be sought in the actual policies with which they were associated” (p. xi). He then describes the concept of social responsibility in a historical manner. His argument includes socially responsible actions such as community-oriented programs, community-based policies, and views of business executives. According to the descriptions in his book, it was suggested that business people during that period were significantly preoccupied with corporate philanthropy and community relations. Further, some business leaders in this period appeared to be more receptive to the concept of CSR. The chairman of AT&T emphasizes the importance of being socially responsible company as follows: “Business profits and responsible behavior enhance each other. Insufficient profits hinder a

corporation's efforts at being fully responsive to social needs, while on the other hand, the failure of a business to accept its proper social responsibilities can endanger the investor's stake in the enterprise" (deButts, 1978, p. 7-8).

Johnson (1971) also presents a variety of definitions or views of CSR in his book *Business in Contemporary Society: Framework and Issues*. He also emphasizes a reciprocal beneficiary relationship by presenting a term "conventional wisdom." which is defined as the following: "A socially responsible firm is one whose managerial staff balances a multiplicity of interests. Instead of striving only for larger profits for its stockholders, a responsible enterprise also takes into account employees, suppliers, dealers, local communities, and nation" (p. 50). Johnson's definition of CSR indicates the possibility of a stakeholder approach as he mentions a "multiplicity of interests" and references several specific interest groups.

Along with research on CSR in the 1970s, the number of studies mentioning corporate social performance (CSP) increased as well (Carroll, 1979). One major writer in the 1970s, Prakash Sethi, clarifies the distinction between CSP and CSR (1975). In his article, Sethi (1975) discusses "dimensions of corporate social performance," and in the process distinguished between corporate behavior that might be called "social obligation," "social responsibility," and "social responsiveness." In Sethi's schema, social obligation is seen as corporate behavior "in response to market forces or legal constraints" (p. 70). In contrast, social responsibility goes beyond social obligation. He states, "Thus, social responsibility implies bringing corporate behavior up to a level where it is congruent with the prevailing social norms, values, and expectations of performance" (p. 62).

In order for CSR programs to be successful, Carroll (1979, p. 500) presents CSR as a construct that "...encompasses the economic, legal, ethical, and discretionary

expectation that society has of organizations at a given point in time.” The construct of CSR has four facets; economic, legal, ethical, and philanthropic. Based on these four components, socially responsible corporations “should strive to make a profit, obey to the law, be ethical, and be a good corporate citizen” (Carroll, 1991, p. 43). To be more specific, first, Carroll’s economic responsibilities include being profitable for shareholders while providing economic benefits to other corporate stakeholders. Economic benefits for stakeholders include, for example, fair-paying jobs for employees and fairly-priced products for customers. Second, legal responsibilities encompass conducting business legally. Third, ethical responsibilities go beyond the law by avoiding harm or social injury; respecting people’s ethical rights; and doing what is right, just, and fair (Smith & Quelch, 1993). The last construct among philanthropic responsibilities entails giving back time and money to stakeholders in the forms of voluntary financial giving and service.

In the 1980s, CSR studies were marked by the beginnings of in-depth conceptualizing and more importantly, various alternative concepts and themes of CSR were introduced such as corporate citizenship, corporate social responsiveness, business ethics, corporate citizenship and stakeholder theory/management (Carroll, 1999). Important contributions to CSR in the 1980s were triggered by Thomas M. Jones in 1980. Jones (1980) defines CSR as “the notion that corporations have an obligation to constituent groups in society other than stockholders and beyond that prescribed by law or union contract, indicating that a stake may go beyond mere ownership” (p. 59-60). Additionally in his definition, he suggests two critical facets; the obligation must be voluntarily adopted and the obligation extends beyond the traditional duty to shareholders. Moreover, his critique concludes with a critical point which contends that

CSR should not be seen as solely a set of outcomes, but more importantly, as a process by which decision-making is part of the whole process (p. 66).

In the 1980s, various researchers tried to present ways to visualize CSR (Dalton & Cosier, 1982; Tuzzolini & Armandi, 1981). Tuzzolino and Armandi (1981) seek to develop a better mechanism for assessing CSR by suggesting a need-hierarchy framework utilizing Maslow's (1954) need hierarchy. The researchers argue that organizations have a criteria that needs to be fulfilled or accomplished just as individuals do as depicted in the Maslow hierarchy. The authors further illustrate how organizations have physiological, safety, affirmative, esteem, and self-actualization needs that parallel with humans as depicted by Maslow. The authors state the hierarchy as a "conceptual tool whereby socially responsible organizational performance could be reasonably assessed" (p. 24). Bowen's view has influenced the key framework for CSR thinking in the 1980s so that Ullmann (1985) describes CSR as "the extent to which an organization meets the needs, expectation, and demands of certain external constituencies beyond those directly linked to the company's products/markets" (p. 543).

Various researchers were becoming interested in the question of whether CSR activity would cause profitability for firms, namely, by examining the CSR-profitability relationship (Cochran & Wood, 1984; Aupperle, Carroll, & Hatfield, 1985; Drucker, 1984; McGuire, Sundgree, & Schneeweis, 1988). In order to find an answer for the question, researchers conducted several empirical studies (Cochran & Wood, 1984; Aupperle, Carroll, & Hatfield, 1985). Consequently, it is reported that "responsible firms were also profitable firms" (Carroll, 1999, p. 286).

As discussed by Carroll (1999), the 1990s offered very few unique contributions to the definition of CSR. However, during the decade, CSR-related concepts such as CSP, stakeholder theory, business ethics theory, and corporate citizenship that originated

in the 1980s were expanded upon. During the 1990s, Wood (1991) revisits the CSP model, expanding on the work of Carroll (1979) and Waddock and Cochran (1985). Although Wood discussed and credited the many contributors to the increasingly popular notion of CSP, the model she presents mainly builds on Carroll's three-dimensional CSR model (1979) and Waddock and Cochran's model (1985). Based on the existing models, Wood (1991) puts CSR into a broader context than just a stand-alone definition. Although outcomes or performance of CSR activities were implicit in the earlier models, she makes this point more explicit, which is evaluated as a meaningful contribution in the decade (Carroll, 1999).

Since its inception, CSR has been regarded as an umbrella term used to describe a wide variety of business roles in the provision of some social good beyond the core role of making a profit for owners and shareholders. As discussed in the earlier section, Bowen's view has remained as the key framework for CSR thinking to this day, so CSR "tends to focus on the effects of organizations on external constituencies (e.g., consumers, local communities, charitable organizations)" (Sethi & Steidlemeier, 1995, p. 20). Lockett, Moon and Visser (2006) describe four primary areas of CSR study: business ethics, environmental responsibility, social responsibility, and stakeholder approaches. These four areas also capture an accurate picture of where CSR thinking is historically rooted. First, the environmental distinction is well established. Although many researchers see its significance only as it relates to the human condition, researchers even recognize the environment as a distinct focus. Hence, researchers take an essentialist view and regard the environment as an entity and value in its own right. Much research has been dedicated to this topic so that distinctive management standards have emerged in this area such as the ISO 14000 environmental management standard. Second, researchers also recognize the area of business ethics as being well established.

Business ethics has been a relatively longstanding focus for CSR research so that it has had an influence on numerous corporations. This is evidenced by codes of ethical conduct evoked by many corporations. Third, the general area of corporate social responsibility may be traced to Bowen (1953), as discussed above. Although discussions of CSR were sufficiently prominent in the United States in the late 1960s, the topic has flourished more conspicuously and more internationally over the last 20 years (Lockett, Moon, & Visser, 2006).

Finally, for the purposes of delineating an appropriate approach to CSR, stakeholder management has emerged as a focus for scholars. This has been so pronounced that Freeman (1984), the key author in the area of stakeholder management, has been prompted to distinguish his original formulation from CSR. Freeman (1984) defines a stakeholder as “any group or individual who can affect or is affected by the achievement of the firm’s objectives.” Concerning stakeholder management, there is also a management standard for stakeholder relations, which has an explicit CSR character (AA 1000). The stakeholder theory will be discussed in depth in a later section.

2.2. CRITICAL VIEWS TOWARD DEFINITION OF CSR

As discussed in the above section, the concept of CSR has been related to operating in a way such that the community is impacted in a positive way, and the organization’s own objectives are met simultaneously. Most researchers emphasize the positive function of CSR but some show adverse attitudes in that the concept of social responsibilities are difficult to define and test (Levermore, 2011; Clarkson, 1995). For example, Clarkson (1995) argues that it has become difficult, if not impossible, to define what is, or is not, a social issue. He further claims that ethical responsibilities are more

difficult to define and test. Due to the difficulty of being able to define what CSR is, or should be, the concept of CSR has been critiqued that none of the CSR programs have a proper evaluation tool. Levermore (2011) asserts that it even fails to recognize the reason why measurement might be necessary. According to Clarkson (1995), there are no generally accepted ethical principles that can be cited or enforced.

Another researcher, Votaw (1973) displays a critical attitude toward the term CSR. He asserts “the term is a brilliant one; it means something, but not always the same thing, to everybody” (p. 11). He continues to criticize that it conveys the idea of legal responsibility or liability; to others it means socially responsible behavior in an ethical sense; to still others, the meaning transmitted is that of responsible for social action, in a causal mode; many simply equate it with a charitable contribution. Clarkson (1995) claims that the term “social responsiveness” carries no clear meaning for managers, students, or academic researchers and scholars.

As long as corporations’ CSR activities benefit society, the CSR activities are in accordance with the concept of CSR, which fulfills what CSR is supposed to be. As discussed in the earlier section, the concept of CSR is “actions that appear to further some social good, beyond the interests of the firm and that which is required by law” (McWilliams & Siegal, 2001, p. 117). However, without a measurement matrix that assesses the effectiveness of the ‘management of social issues by corporations,’ corporations’ CSR activities cannot avoid the critical point of view that CSR is really nothing more than corporate advertising or corporate public relations that makes consumers aware of new products with features for which they are willing to pay for (Coors & Winegarden, 2005).

Accordingly, ambiguous CSR activities due to a lack of measuring impact from a community/civil society perspective raises the question “who really wins?” One study

showed that over 80% of corporate CSR decision-makers in Great Britain were very confident in the ability of good CSR practices to improve branding and employee benefits (Corporate Watchdog, 2006). For Luo, the social accountability of a corporation is confined to its “responsiveness to those it serves,” specifically shareholders and management (Luo, 2005). Based on these two studies, it sounds logical to say when corporations make donations to charity they are giving away their shareholders’ money, which they can only do if they see potential profit in it. Corporations’ philanthropic activities are taken for granted in this kind of involvement, as they simply want to exploit a cheap vehicle for advertising or PR, or to counter the claims of pressure groups. In this case, the conclusion can be made that the company benefits more than the charity.

Clearly CSR has ulterior motives. By appealing to customers’ consciences and desires, CSR allows companies to build brand loyalty and develop a personal connection with their customers. CSR also helps to green wash the company’s image, and to cover up negative impacts by saturating the media with positive images of the company’s CSR credentials. CSR activities are reported as enabling businesses to claim progress despite the lack of evidence of verifiable change (Corporate Watchdog, 2006). As CSR has been an effective strategy for bolstering a company’s public image; avoiding regulation; and gaining legitimacy and access to markets, CSR activities are expected to flourish as a PR tool as it is easier and cheaper to apply.

A point that can be further illustrated reinforces the criticism that CSR is nothing more than a PR activity. If we take a close look at which business units CSR professionals work in, most of them are employed either in the communications and PR department or the marketing department. Corporations have been enjoying taking advantages of the benefits of engaging in socially responsible activities. Under the name of CSR, corporations have been performing “pick and choose” in the areas of “bad

practice” so that they eliminate and want to use their “best practice” to divert attention away from the bad (Levermore, 2010; 2011). A prominent case against Nike in the U.S. Supreme Court illustrates this point. In 2002, the California Supreme Court ruled that Nike did not have the right to lie in defending itself against criticism against CSR involvement. Consequently, in order to avoid the critical point of view that CSR is no more than a PR activity corporations’ socially responsible activities need to be measured against non-financial data.

2.3. STAKEHOLDER THEORY

Back to the concept of CSR, it is needed to see the origin of the concept of CSR. A persuasive argument behind why corporations are motivated to invest in CSR programs comes from the domain of stakeholder theory (Argandona, 1998; Freeman, 1984; Harvey & Schafer, 2001; Henderson, 2001). According to Stark (1994), stakeholder theory is undoubtedly the most powerful and influential theory to emerge in the CSR area. The stakeholder approach was developed and presented by Edward Freeman in the 1980s, by looking at various groups to which the corporation has a responsibility. Freeman’s (1984, p. 46) original definition is the most widely used and accepted, which is “A stakeholder in an organization is...any group or individual who can affect, or is affected by, the achievement of the organization’s objectives.” The definition emphasizes that organizational survival and success depends on whether or not it satisfies both its economic and non-economic objectives by meeting the needs of the company’s various stakeholders.

Some researchers also agree upon the definition of a stakeholder in that a firm’s role should include other external and internal actors apart from its shareholders (Donaldson & Preston, 1995; Freeman, 1984). Donaldson and Preston (1995) further

identify three themes in their formulation of a stakeholder theory of the firm: descriptive, instrumental, and normative. First, stakeholder theory is descriptive in that it describes a corporation as interacting with a variety of groups with different interests and demands. Second, it is also discussed that stakeholder theory is instrumental. The researchers' argument is underpinned in that it provides a basis for investigating a relationship between a firm's CSR activities and other corporate performance parameters. The certain outcomes of corporate performance include revenue, profitability, and return on investment. Lastly, stakeholder theory is discussed as being normative because it recognizes that "groups other than shareholders, employees, suppliers and customers, who may not have contractual relationships with the firm, are also legitimate stakeholders" (Banerjee, 2008, p.26). This normative aspect emphasizes what a company should do in order to fulfill its societal responsibilities.

Evan and Freeman (1993) suggest two simple principles relating to stakeholder theory. First, they present the principle of corporate rights, which demands that the corporation has the obligation not to violate others' rights. Second, it is discussed that companies are responsible for the effects of their actions on others. Consequently, in fulfilling CSR obligations, organizations are asked to engage with their stakeholders through various initiatives. According to Schiebel and Pochtrager (2003), the stakeholder concept suggests that management's task is to pursue an optimal balance between the range of needs demanded by interest groups and constituents. The authors specify six key stakeholder groups: customers, employees, business partners, communities, investors and the environment. The suggested key stakeholder groups are consistent with those posed by Clarkson (1995). Therefore, the stakeholder model reflects an assumption that CSR needs to represent the competing demands of various groups that bolster an organization: its stakeholders (Clarkson, 1995; Gregg, 2001).

Freeman (1984) categorizes the development of the stakeholder concept into two parts; a business planning and policy model and a corporate social responsibility model of stakeholder management. In the first model, the stakeholder analysis focuses on “developing and evaluating the approval of corporate strategic decisions by groups whose support is required for the corporation to continue to exist” (Roberts, 1992, p. 597). In this model, stakeholders are identified as customers, owners, suppliers and public groups and are not adversarial in nature. Second, the corporate social responsibility model of stakeholder analysis extends the corporate planning model to include external influences on the firm that may assume adversarial positions. The adversarial groups are identified as regulatory or special interest groups that are concerned with social issues. This model of corporate social responsibility allows a strategic planning model to adapt to changes in the social demands of nontraditional power groups (Roberts, 1992).

Freeman (1984) also discusses the dynamics of stakeholder influences on corporate decisions. It has been investigated that a major role of corporate management is to evaluate the importance of meeting stakeholder demands in order to achieve the strategic objectives of the firm. Consequently, as the level of stakeholder power increases, the importance of meeting stakeholder demands also increases.

Based on Freeman’s model, Ullmann (1985) links stakeholder theory and CSR activity. A conceptual model of corporate social responsibility activities has been developed by demonstrating that the interrelationship between social disclosure and social and economic performance is made up of three dimensions: stakeholder power, the firm’s strategic posture, and the company’s past and present financial performance. Thus, Ullmann (1985) provides a conceptual basis for studying corporate social responsibility activities in a stakeholder framework. It is concluded that stakeholder

theory provides an appropriate justification for incorporating strategic decision-making into studies of corporate social responsibility activities.

In sum, stakeholder theory suggests that firms are motivated to widen their objectives to include other goals in addition to profit maximization. Based on this theory, many companies embrace a CSR program as a way to promote socially responsible actions and policies.

2.4. DIFFERENT PERSPECTIVES OF CSR

Although the concept of CSR has been widely applied in both the academic and business fields, the key framework of CSR has been criticized in the works of neoliberal economists. Especially, neoliberal economist Friedman (1970) argued that businesses' focus must be on making profits for shareholders (Breitbarth & Harris, 2008). Friedman (1962) contends that "few trends could so thoroughly undermine the very foundations of our free society as the acceptance by corporate officials of a social responsibility other than to make as much money for their stockholders as possible" (p. 133). In-between these two ideological poles, researchers suggest "enlightened self-interest" as the more practical approach to CSR (Bowd, Harris, & Cornellison, 2003).

Grayson and Hodges (2004) indicate two problems that lie behind the positive picture of CSR; a fear factor and a "bolt-on" business strategy. First, the fear factor problem arises from the fact that one of the greatest drivers causing business leaders to adopt CSR is "fear." Companies become involved in CSR activities with an emphasis on avoiding trouble rather than looking for opportunities. The second problem is that CSR is too often a "bolt-on" to business operations rather than a "built-in" to business strategy. This results in CSR becoming a distraction and hindrance to business purposes and objectives, rather than a help. Accordingly, the authors developed a seven-step

analytical process, designed to help managers assess the implications of CSR on their overall business strategy. By suggesting the seven steps, the authors posit themselves somewhere in between “doing right things for society” and “making profits for corporations.”

While the seven steps suggest how to move from CSR to CSO for corporations, Michael Porter suggests a new approach to CSR, creating shared value (CSV) (Porter & Kramer, 2011). CSV, the new catchphrase in corporate and philanthropic circles, basically acknowledges the fact that corporations are making money by doing some good in the world. The growing trend is based on the concept that companies need to reconnect business success with social progress. “We need to understand that what’s good for the community is actually good for business,” said Porter, who spoke to business leaders about CSV at the World Economic Forum in Davos in January 2011.

As the U.S. economy recovers from the economic downturn, the concept of corporate philanthropy has changed from writing a check for charity to doing the right thing, which drives revenue at the same time. Companies should get out of social responsibility mind-set in which societal issues are at the periphery, not the core. Companies should clearly understand that what’s good for the community is actually good for business. The solution for getting out of the mind-set is suggested as “creating economic value in a way that also creates value for society by addressing its needs and challenges” (Porter & Kramer, 2011, p. 4). CSV is not social responsibility or philanthropy that we have been familiar with. Porter and Kramer (2011) argue that it should be at the center, not on the margins of what companies do.

It is also suggested that as the recognition of the transformative power of shared value is still in its genesis, it would require managers and leaders to develop new skills and knowledge to have a better understanding of societal needs, the true basis of

company productivity, and the ability to collaborate across profit/nonprofit boundaries. It is also discussed that government must learn how to regulate in ways that enable shared value rather than work against it (Porter & Kramer, 2011).

A narrow conception of capitalism has prevented business from harnessing its full potential to meet society's broader challenges. Society's needs are large and growing, while customers, employees, and a new generation of young people are starting to ask businesses to step up. The author argues that this is the moment that business should act as a business, and not as charitable donors with a new conception of capitalism. Business and society have been pitted against each other for a long time, emphasizing the costs and limitations of compliance with environmental and social standards. CSV, with new conception of capitalism, however, goes beyond trade-offs between short-term profitability and social or environmental goals. CSV focuses more on the opportunities for competitive advantage from building a social value proposition into corporate strategy.

2.5. WHAT MAKES SPORT STAND OUT IN CSR INITIATIVES?

Smith and Westerbeek (2007) provide an answer to the question, "what makes sport stand out in CSR initiatives?" What they suggest is that sport provides CSR schemes with mass appeal. Sport has the strong power to appeal to the public, especially young people. Levermore (2010) describes that the promotion of specific benefits such as health and health awareness is of considerable importance. According to the World Health Organization (WHO), participation in sport "improves diets, discourages the use of tobacco, alcohol and drugs, helps reduce violence, enhances functional capacity and promotes social interactions and integration" (World Health Organization, 2003, p. 9).

It is further discussed that business and sport have been considered as potential new engines to deliver development. Sport has acted as an engine because of its characters. Sport is portrayed as a pure and non-political vehicle, thus it has the ability to send out messages in a value-neutral manner. Consequently, it can reach communities much easier than politicians. Concerning the reaching out capabilities of sport, Levermore (2010) also gives credit to the growth of professional sport. Sport has been used as a mechanism for delivering development not only because sport reaches very large numbers of the global population, but also because sports clubs and events are used as arenas where sport for development programs are promoted. Thus, sport becomes a more and more powerful tool as its reach has undoubtedly grown with the globalization and commercialization of the media.

Levermore (2010) introduces three reasons why businesses would like to partner with sport in its delivery of CSR. First, the ubiquity of sport makes it an ideal partner for businesses. Its ubiquity allows sport to connect with many grassroots communities, whereas business has more difficulty being regarded in such a manner. Second, sport is seen as being important because “it has a set of well-understood values,” “can actively demonstrate the benefits and sustainability of a partnership approach,” and allows “common ground” where people and organizations can work together. Third, sport programs and events provide a natural and non-political arena where partners can meet up. Therefore, it strengthens the interaction of business, NGO’s, civil society and political institutions.

Babiak and Wolfe (2009) suggest the following four factors as quite different unique aspects in the realm of professional sport: passion, economics, transparency, and stakeholder management. Then, they describe how CSR may affect or be affected by the four factors. First, the passion the product (the team, the game) generates among

fans/consumers is discussed as a differentiating attribute of the sport industry (Cashman, 2004; Westerbeek & Wolfe, 2009). The passion and interest that sport generates is explained by the “bask in the reflected glory” effect of sport. Corporations not involved in sport would like to align with sport organizations in CSR activity to “bask in the reflected glory” (cf. Cialdini, Borden, Thorne, Walker, Freeman, & Sloan, 1976; Westerbeek & Wolfe, 2009) of sport teams. Second, it was suggested that the unique economic elements of the sport industry result in different expectations of sport than of other industries. As sport leagues are perceived as being funded by government or by public funds, it may lead some stakeholders to have higher perceptions of the responsibility of professional sport teams and leagues to give back to the community and provide social benefit (Swindell & Rosentraub, 1998). Third, almost everything achieved by sport organizations is regarded as open knowledge. It includes not only teams’ outcomes but also players’ salaries. Due to this transparent aspect of a sport organization, every behavior of a team’s employee (i.e., players and coaches) becomes open knowledge to the public (Godfrey, 2005). Thus, sport organizations may engage in CSR activities as insurance against negative reactions to such incidents before the fact (Godfrey, 2005; Babiak & Wolfe, 2009). Last, researchers place an emphasis on the interaction of sport teams with their stakeholders, such as sponsors, fans, government, communities, and players. The importance of stakeholder management of a sport team is expressed well by the President of the Detroit Lions, “The (Detroit) Lions are not just a football team but a part of the community as well” (Babiak & Wolfe, 2009, p. 723).

Smith and Westerbeek (2007) also present the seven unique features of sport corporate social responsibility. First, CSR in sport holds significant mass media distributive power and communication power (Westerbeek & Smith, 2003). The mass media distribution power is reinforced by Wenner (1998), who predicted, “The 21st

century will bring more sport into the international media” (Smith & Westerbeek, 2007, p. 8). Second, CSR in sport has inherent appeal to young people, from both a participative and spectator viewpoint. In the case of participation-based programs, it can encourage young people to participate in sport. Also, social responsibility can be exercised with full support by using high-profile sport people as role models for the young generation. Third, CSR in sport underlines one of the key solutions to the common social problem of health issues. Sport offers an ideal platform to encourage activity and health awareness (Levermore, 2010; Smith & Westerbeek, 2007). Ideal CSR programs through sport would be able to increase awareness of health issues. Fourth, CSR in sport has the function of encouraging social interaction so that sport has been seen as a force for stability, democracy and peace. Fifth, CSR in sport has also been related with environmental and sustainability awareness, especially in the aftermath of the winter and summer Olympic Games. Sixth, CSR in sport provides an opportunity for cultural diaspora. Lenskyj (2002) discussed that “sport can spread understanding and tolerance through the introduction of new cultural values in fun and interactive ways” (as cited in Smith & Westerbeek, 2007, p. 9). Seventh, and lastly, the authors discussed the immediate gratification benefits of CSR in sport. Streat and Holt (2001) discussed that CSR programs in sport can offer its participants and organizers fun and satisfaction (as cited in Smith & Westerbeek, 2007).

2.6. CORPORATE SOCIAL RESPONSIBILITY IN SPORT

Although as recently as 15 years ago, CSR did not play a significant role in sport (Kott, 2005; Robinson, 2005), professional sport organizations are now entering into socially responsible initiatives at a rapid pace, regarding it as an important source of competitive advantage. Socially responsible corporate activity represents an important

source of competitive advantage because it can enhance the overall reputation of the company (Keller & Aaker, 1997). Specifically, CSR has become prevalent as competing for market share and investigating ways for sustaining their stakeholder relationships have been listed as critical steps to ensuring an organization's success (Colman, 2004; Slack, 2006).

The CSR for development through sport of sport governance organization has been applied in combination with its sponsor. For example, FIFA has been in partnership with the International Labor Organization (ILO). FIFA's alliance with the ILO started in 1997 as part of its international program for the abolition of child labor, in particular on a project targeting the soccer manufacturing industry. The project has laid the groundwork for a campaign against child labor in Sialkot, Pakistan. For this project, FIFA and one of its sponsors, Adidas, have provided a \$2 million subsidy (Sadecky, 2006).

Similar to Adidas, another FIFA partner, Castrol, has been involved in CSR activities, the Castrol Skillz holiday program. In alliance with Grassroot Soccer, the program uses football as a platform to enhance HIV/AIDS awareness among young people between the ages of 10 and 14 during the World Cup.

In addition, professional sport leagues, teams, athletes and companies have been widely involved in socially responsible activities (Babiak & Wolfe, 2009). Especially in the U.S., professional sport leagues (e.g., National Hockey League (NHL), National Basketball Association (NBA)), corporations, teams, and athletes are influential agents in society from both economic and cultural perspectives (Kern, 2000).

CSR in the sport industry has been conducted intensely with social causes. Most corporate social activities in sport entail an organization forming an alliance with social causes in the form of sponsorship, partnership, or support. By fulfilling CSR initiatives,

organizations benefit from controlling their images and accumulating a positive image via the relationships. This kind of CSR activity is classified as cause-related marketing, which involves commercial firms linking their product to social causes.

It has been also suggested that CSR-related activities in sport are also devoted to environmental sustainability (Babiak & Trendafilova, 2009; Bradish & Cronin, 2009; Ioakimidis, 2007). As the environment has been considered as a stakeholder in the sport industry, major sporting events such as the Olympic Games and World Cup consider the impact the event will have on the environment (Bradish & Cronin, 2009; Maguire, 1999). For example, Sydney became the first city to win an Olympic bid with a set of environmental protection measures attached to its application. Learning from this strategy, China again presented a bid for the 2008 Olympic Games backed by a comprehensive environmental plan applicable to all segments of the Games. It included venue construction, transportation, waste management, and pollution control (Beyer, 2006). Similarly, the London Organizing Committee for the Olympic Games in 2012 has considered the environment as they set a strict list of criteria for sponsorship in regards to environmental issues (Gorman, 2007).

Altogether, the concept of CSR and its examples in the sport industry indicate the demand and importance of considering corporate social responsibility in the sport business. As a powerful industry with many unique aspects and expectations influenced by their role in society (Coakley, 2007), sport organizations are asked to understand CSR correctly and regard it as a strategic approach to accomplish competitive advantages (Bradish & Cronin, 2009).

In considering the dimensions related with social responsibility in sport, Smith and Westerbeek (2007) suggest ten elements that sport's social responsibility should have, which is originally based on the style of generic elements articulated by Welford

(2005). The authors argue those characteristics that are distinguished in sport should be acknowledged. In other words, if organizations are to use sport as a vehicle to deal with social issues, it is up to sport organizations to clearly identify what they perceive their social responsibilities to be (Smith & Westerbeek, 2007). Hence, the following ten points are suggested by Smith and Westerbeek (2007):

- (1) Rules for fair play: equality, access, diversity: An equal opportunity is the fundamental assumption in sport. Therefore, rules for fair play ensure equal access to sport for all to be involved and culture is viewed as a system of shared symbols. The research focuses on the actual language, non-verbal, and other organizational symbols (Geertz, 1973). Researchers might observe and record interaction patterns to understand and describe the way members use language to manage conflicts or build friendships (Driskill & Meyer, 1994).
- (2) Safety of participants and spectators: Socially responsible sport must make sure that all participants and spectators are protected from any potential harm such as “physical, sexual, and verbal abuse” (Smith & Westerbeek, 2007, p. 5).
- (3) Independence of playing outcomes: It is required for sports outcomes not to be related with any non-playing interests, such as those associated with gambling.
- (4) Transparency of governance: Sport is known for being political, and sport organizations have a history of providing employment for former players. Consequently, the process of such employment should be overt and transparent.
- (5) Pathways for playing: Sport should responsibly provide pathways for development and activity including junior and senior sport programs.
- (6) Community relations policies: All sports interact with the community where they are embedded. Thus, the relationships sport bodies develop with local community groups are essential to understanding local social needs.

- (7) Health and activity foundation: Sport participation should recognize and increase opportunities for health and physical activity through policies. It should aim to increase recognition of the importance of physical activity to the health of society at large.
- (8) Principles of environmental protection and sustainability: Sport is asked to pay attention to the physical environmental issue. Socially responsible sport organizations should develop policies to avoid or minimize environmental damage.
- (9) Qualified and/or accredited coaching: Sports are required to provide “qualified coaches and leaders in order to ensure that the previous elements are implemented” (Smith & Westerbeek, 2007, p. 6).
- (10) Developmental focus of participants: The developmental opportunity is a key ingredient of the social impact of sport. The related CSR policies should be formalized for commitment to physical, social, and personal development.

2.7. THE NEED FOR EVALUATION

The combination of CSR and sport plays a significant role as we can see in the above cases. As sport has often been thought of as a social entity, sport has been played as means for interaction under social, political, and economic conditions that exist in society (e.g., Coakley, 2007; Godfrey, 2009). Further, it is noted that sport is considered a significant societal institution (Giulianotti, 2005). Moreover, the alliance between sport and CSR has been increasingly important with mega-sporting events taking place in ‘semi-periphery’ countries such as India, China, and Brazil. Within this trend of escalating CSR and sport for development, however, it is important to note that there is little transparent and substantive evidence of evaluation of CSR for development

or CSR in sport for development, which demonstrates that they work. Concerning CSR for development through sport programs mentioned above, it is not surprising that none of the programs have an evaluation tool and it even fails to recognize the reason why measurement might be necessary (Levermore, 2011).

Despite the fact that the importance of program evaluation has increased, concern is still expressed about insufficient evaluation and poor communication of results; too many reports merely describe activity with little information on the impact (Gitsham, 2007). One study supports the reason why little data exists that can attest to its impact on society. Researchers (Baker, 2000; Bornstein, 2006; Cracknell, 2000) argue that the evaluation process can be “expensive, time-consuming, technically complex, findings lag behind reality (arrive too late), go unread, lack analytical rigor and have access to limited availability/quality of data” (as cited in Levermore, 2011, p. 340). Moreover, Levermore (2011) further describes that central to critical perspectives of evaluation is a questioning of the fundamental assumption that “evaluation can be a rational and objective process” (p.340). Conventional evaluation often builds on a belief of assuming that an “equality between stakeholders” exists there are differences of opinion that can be scientifically supported/opposed (resolvable through dialogue) rather than fundamental differences of interest.

Although the CSR movement might have “progressed over the decades from analyzing a concept of responsibility to developing specific measurement tools for assessing responsibility,” there are actually very few tools that accurately measure the impact of CSR on communities (Scalet & Kelly, 2010; Levermore, 2011). An interviewee of a qualitative study answered a question of how the social aspects of their CSR programs were being evaluated as follows, “We don’t really have any measurement criteria in place to be honest. The work we do has a direct impact on the lives we

support at the time....There is no formal measurement of impact” (Levermore, 2011, p. 555). The author also pointed out that the absence of a proper measurement tool has been criticized of being “corporate posturing, deception, and another example of green-washing” (p. 555).

It is quite common instead for academic analysis to focus on how far corporate social performance (CSP) benefits business. There has been considerable focus on ‘measuring’ CSP, with financial performance a key indicator. CSR activity is supposed to be a win-win strategy. Porter and Kramer (2011) also argues that corporations are making money by doing some good in the world with a new approach to CSR, creating shared value (CSV).

2.8. HOW TO FILL THE GAPS IN CSR THROUGH SPORT?

We cannot deny the fact that CSR activities have become a vehicle that assists various forms of social and economic development. However, as long as CSR activities are not measured by a proper method against non-financial data, CSR programs would fall under the remit of public relations, issue management, and/or advertising. Now, corporations should stop picking the social issues that can only polish their public relations activities. CSR activities that only suit a companies’ taste cannot be considered as “responsible” activities, but rather as promotional activities.

Clarkson (1995) points out that CSR data that has been collected and analyzed corresponded with the concepts and models of stakeholder management, rather than with the concepts and models of corporate social responsibilities, and responsiveness. He suggests that the following questions to business people have not received satisfactory or meaningful responses: “socially responsible to whom?”, “socially responsive about what?”, ‘social performance judged by whom and by what standards?’

Accordingly, further research is needed to design a proper CSR measurement method, especially in sport. It has been argued that the deployment of corporate social responsibility through sport offers substantial potential for community return (Smith & Westerbeek, 2007). However, as long as the social return achieved from CSR through sport is not properly evaluated, the statement can be disputable. As discussed in the earlier section, sport has acted as a pure and non-political vehicle so that the nature of sport should be maintained, but not be manipulated by corporations by using CSR as a promotional tool.

This study aims to evaluate whether CSR activities through sport are correspondent with the concept of CSR as social responsible, not simply a stakeholder management or public relations tool. Without a proper measurement tool to gauge its applications, CSR activities cannot avoid the critical views that they are only used to bolster business, avoid regulation, and gain legitimacy and reputation. This research attempted to see whether CSR activities through sport benefit its ultimate beneficiaries and society and was not misused as PR strategy or a device to please shareholders, who corporations serve.

This study utilizes a South Korean multicultural setting to produce a summative program evaluation using an objective-oriented approach (Fitzpatrick, Sanders, & Worthen, 2004). The goal of the study is to answer the primary question: “To what extent is a CSR program through sport meeting its stated goals and objectives as it related to marginalized children?” The rationale for the study exists because CSR based and funded educational programs for children from these multicultural families have emerged in recent years; however, not a single program has been evaluated to assess the impact of the program. To make the right decisions for the program, the effectiveness of each program should be measured. Fitzpatrick et al. (2004) suggest that the following

questions should be answered for the purpose of proper program evaluations: “Which programs are working well?”, “How well is each part of the program working?”, “Are some parts contributing more than others?”, “What can be done to improve those parts of the program that are not contributing what they should?” “What adaptations would make the program more effective?” (p. 4).

The primary purpose of evaluation has been to provide decision-makers with information about the effectiveness of an instructional program product or procedure. Within this perspective, evaluation has been viewed as a process in which data are obtained, analyzed and synthesized into relevant information for decision-making. Evaluations are precursors to problems (Wilde & Sockey, 1995). Evaluation imparts warnings signs to administrators to correct ineffective objectives (Leber, Peters, & Markman, 1996). Leber et al. posited “program evaluation research offers an ideal set of tools that enables administrators to document how well services and interventions address the problems they are designed to resolve” (p. 486). Also, Scriven (1967) defines evaluation as judging the worth or merit of something. Accordingly, only empirically drawn data, which will be attained throughout program evaluation will critically measure the effectiveness of the program.

Chapter 3: Methodology

3.1. PROGRAM EVALUATION

Despite the unity of purpose of program evaluation, it is not surprising that there is a considerable diversity in approaches and procedures utilized. The diversity is caused by the fact that different decision-makers have different values, priorities, and political influences on their activities. Other influential factors, which may vary from setting to setting, embrace administrative levels and leadership styles of decision makers, various organizational goals, and disparity in communication networks (Borich & Jemelka, 1982). Thus, each context would need situations with different limitations and constraints on the activity of evaluation.

Among various evaluation approaches, the instructional evaluation concept was chosen for this study. The applied research definition of evaluation consists of three components: *inputs*, *the program*, and *outcomes*. The first component, *inputs*, indicates participant characteristics or attributes used as covariables. Second, *the program* means those experiences to which the program participants are exposed. The last component, *outcomes*, implies certain expected skills and abilities measured at program completion. The applied research approach aims to establish causal connections between program experiences and outcomes. Generally, groups of students are subjected to various instructional experiences and then tested to determine if students in one group exceeded, matched, or fell below those in another on some outcome measure. Program impact is inferred when outcome variance cannot be explained by input data alone and when one group is “significantly different” from another (Borich & Jemelka, 1982).

Within the applied research definition, the study focused on summative evaluations. Summative evaluations judge the merit and worth of the program: “the extent to which desired goals have been attained; whether measured outcomes can be

attributed to observed interventions; and the conditions under which goals were attained that would affect generalizability and therefore intervention dissemination” (Patton, 1994, p. 312). To measure outcomes in the program, three key concepts were selected as criteria. These concepts are (a) the impact the program had on the program beneficiaries, (b) how well the program worked in fulfilling the stated goals and objectives, and (c) what gaps were missed that could be uncovered to aid the program’s administrators to address improvements in the program.

3.1.1. Program Characteristics

Among various CSR programs being conducted through sport, the present dissertation concentrated on sport programs for multicultural families in South Korea. As international marriages are rapidly increasing in Korea, which has been a racially homogeneous country for a long time, multicultural families have become a prominent social issue. The largest numbers of international marriages in Korea occur between women from Southeast Asia or China and men in rural Korean farming communities, which is due to Korean women’s unwillingness to marry rural farming bachelors. According to the Korea National Statistics Office, as of 2006, about one-third of South Korean men in rural areas married women from abroad. This has resulted in increasing numbers of multicultural families, which is causing problems in rural farming communities, which are not ready to accept racially mixed families. Many foreign brides are being confronted with racial discrimination, which has resulted in economic, cultural, educational, and linguistic difficulties.

The rapid growth in these industries increases the income gap between rural Korean farming and urban sectors. Under these economic conditions, many immigrant brides try to work in Korea but it is difficult for them to be employed mainly due to their

poor Korean language skills. It has been argued that immigrant brides have suffered from social exclusion, which includes the deprivation of opportunity to participate in the sectors of social life, politics and culture as well as the economy (Kim & Shin, 2007).

For the purpose of helping the stable settlement of multicultural families, the Korean government has established comprehensive policies to provide customized support measures based on multicultural families' lifecycles. The Ministry of Culture, Sports and Tourism has been providing educational support for children from multicultural families including sport classes and language classes for their mothers or fathers. Concerning sport programs for children from multicultural families, volunteers visit specific areas and provide free sport lessons. Multicultural kids' sport clubs such as football clubs, baseball clubs, and basketball clubs have been founded and supported by corporations in alliance with professional athletes.

Among various CSR programs throughout sport, one of the baseball programs for multicultural children was selected as a case study to see how CSR programs had been used as a unique approach to help kids from multicultural families in Korea. The selected foundation was a relatively young organization that dealt with connecting the powers of sport to engage young minds in essential life-skills, leadership, self-esteem, and enhancing pride. A founder of the foundation was a former professional player who was a baseball star for 15 years. Having attained league championships in eight different seasons, he ended his career as a player in 2010. After leaving the sport, he launched a baseball foundation under his name wishing to support the hopes and dreams of teenagers through baseball, especially children from multicultural families who suffered from social exclusions and cultural differences of their parents. Problems of minority children of multicultural families are reported in that minority kids display inferiority complexes, low self-esteem, low school achievement, and negative feelings

with regarding to marriage, and maladjustment to Korean society (Korean Ministry of Health & Welfare, 2005). Accordingly, the foundation was established based on the main objective of teaching kids lessons that cannot be taught in school and character education through baseball, as well as guiding them how to live as leaders.

This research can be considered as case study because it focused on individual program with emphasis on the CSR related attributes of that program. Yin (2014) described the increasing recognition of case study research as a viable research method, asserting that case study research is the preferred method among several forms of social science research, particularly when the main research questions are “how” and “why” questions, when the researcher lacks control over behavioral events, and when the focus of the study is a contemporary, as opposed to a historic phenomenon.

A case study is an optimal evaluation method for investigating a present-day situation in a real-world context that allows investigators to focus on a “case” and maintain a holistic perspective to understand a social phenomenon (Yin, 2014). A single case study design was applied (Merriam, 2001; Yin, 2014) to examine whether or not CSR activities through sport benefited its ultimate beneficiaries and how the program helped its beneficiaries. The case study was particularistic because it focused on a “particular situation, event, program, or phenomenon” (Merriam, 2001, p. 29-30), specifically on how the program influenced and helped kids from multicultural families in Korea through their participation in the sport program. This case study was also descriptive in that it focused on a “thick description” of the phenomenon studied (Geertz, 1973; Merriam, 2001). The case study was heuristic as the study was driven by “multiple sources of evidence” and “a theoretical proposition to guide data collection and analysis” (Yin, 2003, pp. 13-14).

3.1.2. Setting and Participants

The setting for this study is the CSR based baseball program in South Korea described above. The baseball program consisted of 32 children; 20 from multicultural families and 12 from families of low socioeconomic status (see table 3.1.). The baseball program operated each Sunday starting from March 2012 from 1:30 pm to 5:30 pm, and the program run year-round (see table 3.2.). Children ages 6 to 11 participated in practices, games, and, later in the season, tournaments, that draw teams from throughout Korea. The practice sessions consisted of basic baseball fundamental drills such as swinging a bat, catching a ball, and base running. In addition to on-field training, students were also instructed in baseball theory and etiquette. Beyond the regular practice sessions, the baseball team provided special events including a field trip and a special day event.

To evaluate this program with participating children and parents of the sport programs for kids from multicultural families, this study used the purposive sampling method. Purposive sampling is appropriate for exploratory research “when a researcher wants to identify particular types of cases for in-depth investigation” or has a specific purpose in mind (Neumann, 2003, p. 213). While purposive sampling does not provide population validity, the “logic and power of purposive sampling lie in selecting information-rich cases for study in depth....studying information-rich cases yields insights and in-depth understanding rather than empirical generalizations” (Patton, 2002, p. 230). The project coordinator of the program served as the investigator’s chief contact during the research period.

Table. 3.1. Overview of the participating children

	Student		Parent Nationality	
	Sex	Grade	Father	Mother
1	Male	5 th	Korea	China
2		4 th	Mongolia	Korea
3		5 th	Korea	China
4		5 th	Korea	Philippines
5		5 th	China	Korea
6		5 th	China	Korea
7		5 th	Korea	China
8		5 th	Japan	Korea
9		4 th	Korea	Japan
10		4 th	Korea	China
11		6 th	Korea	China
12		5 th	Korea	Japan
13		6 th	Korea	China
14		5 th	Korea	China
15		5 th	Korea	China
16		4 th	Vietnam	Korea
17		5 th	Korea	China
18		4 th	Nigeria	Korea
19		3 rd	Korea	Russia
20		1 st	Korea	Russia

Table. 3.2. Baseball team program

Time	Content
13:30-13:50	Gathering
14:10-14:40	Warm-up (stretching, short-distance running, etc.)
14:40-15:00	Ball catching practice
15:00-15:10	Break
15:10-16:00	Group practice (group 1,2,3) <ul style="list-style-type: none"> • Group 1: Batting and swinging practice • Group 2: Infield defense practice • Group 3: Pitching practice
16:00-16:10	Break
16:10-16:50	Base-running skills
16:50-17:10	Cool down stretching
17:10-17:30	Baseball theory and baseball etiquette

3.2. ETHNOGRAPHIC STUDY

Within the case study, an ethnographic approach was used to explore whether or not the CSR activities through sport are effective factors for participants, corresponding with the concept of CSR. Originated from anthropology, ethnographic research attempts to reveal social action, symbols, norms, and values of a culture through narrative description generated by firsthand involvement with informants. Ethnographic accounts always provide a descriptive understanding of people's everyday activities. Ethnographers are concerned first and foremost with understanding events and activities as they occur. Ethnography is anchored in the underlying assumption that to gain an understanding of a world you know little about, you must encounter it firsthand. As such, ethnographic studies always include gathering information in the settings in which the activities of interest normally occur.

The ethnographic approach is a naturalistic, systematic, interpretive approach and relies on observation, interview and description rather than on statistics and experimentation (Ragucci, 1972). Ethnography is traditionally associated with the study of remote, foreign, or primitive cultures. One purpose for studying such cultures is to enable the researcher to acquire a perspective broadened beyond her or his ethnocentric one so that later cultural analyses of the home society could be accomplished more objectively. Over time, the emphasis in ethnography has shifted from the study of foreign or exotic cultures to the importance of obtaining cultural knowledge of the often unexamined, taken-for-granted realities of life in the subcultures or cultures of the researcher's own society. Ethnography, as a research product or outcome, and subsequently through cross-cultural comparisons, provides knowledge and understanding that can be used as a basis for planned culture change. Doing field-work or dwelling

with people in their natural settings over a prolonged period of time is a hallmark of ethnography, as is a central and explicit cultural focus.

Qualitative ethnography also has certain general characteristics of interpretive paradigm research, namely a holistic perspective. Through the essential data collection methods of participant observation in selected cultural activities and in-depth interviewing of the members of the subculture, as well as supplementary methods, the researcher learns from informants the meanings that they attach to their activities, events, behaviors, knowledge, rituals, and other aspects of their lives.

The ultimate goal of data collection in ethnographic research was to generate thick descriptions (Geertz, 1993) in which the detailed patterns of culture and social relationships are disclosed and placed in context. The methods of data collection for this study included participant observation, interviews, and field notes.

3.2.1. Observations

The researcher observed the program taught by the baseball coaches. The researcher attempted to become a part of the culture or subculture by participating in a low-keyed manner so as to induce as little change as possible. The stance was one of a listener and learner. For this study, the author observed the participation by youths in the sport programs. The research included attending sessions, games, and social events. Data obtained through observation was recorded as close to verbatim as possible and in specific, concrete, and particularistic detail.

3.2.2. Interviews

Besides observation, the author conducted interviews to find an answer to the first research question, “Do the CSR initiatives through sport benefit the participants?” Once the multicultural youth sport program participant and one of their parents agreed to

participate in the interview, she/he was asked semi-structured questions. Interviews were audio-recorded and it lasted for approximately an hour.

This study, in evaluating the program, applied the purposive sampling method. To recruit interviewees, the investigator contacted the project coordinator of the CSR baseball program. Before contacting the participating children and parents, the investigator received official permission from the foundation, who also gave the participants' contact information. Participation in this study was voluntary. As a way of building relationships with the children and parents, the investigator participated in the weekly training sessions. Before recruiting participants for this research, the researcher held an information session to explain details regarding the interviews. Once the children and their parents elected to participate in this research, interview venues and times were scheduled at their convenience. The researcher conducted eight semi-structured interviews with nine parents (one group interview with two mothers and seven individual interviews). The researcher managed to interview only one Korean father (who was married Taiwanese woman). Table 3.3 provides details of the participating parents in the study. To protect the identity of the parents, fictional names have been used.

Interviews were conducted either in parents' homes or at the training facility. Before recruiting participants, the researcher considered the parents' cultural backgrounds, hoping to avoid concentrating on a certain cultural background such as Korean mothers who have married men from abroad. Hence, a sample frame was conducted. None of the participants needed translation services, as they were all fluent in Korean. Regarding translation of the interviews, the parents were interviewed in Korean and for those interviewees whose first language was not Korean, their fluency was sufficient to be understood by the interviewer. Thus, no translation assistance was

required. Responses to the semi-structured interview questions were audiotaped and transcribed verbatim and then translated into English. A bilingual native speaker—fluent in both Korean and English—and the researcher reviewed the translated texts to ensure that they squared with the original Korean interview transcripts.

Parents of the participating children were asked questions including if there were any advantages or disadvantages derived from involvement in the program and how this program has helped their kids. Also, parents were asked about the perceived social support they had received by participating in the sport program. Social support refers to all of the ways in which people find comfort, advice support, and assistance with physical needs (Harter, 1985). Thus, additional questions were added such as “Do you feel social support by participating in this kind of program?” “Do you know any other programs targeting multicultural families?” and “Do you think these kinds of program would reduce prejudice and discrimination against multicultural families?” (Sleeter & Grant, 2003) (See Appendix G). Questions progressed from warm-up style questions to more insightful questions because that pattern allowed the parents to become comfortable with the interviewer as the interview progressed.

Table 3.3 Overview of the Interview Participants

Name	Child's Grade	Nationality	
		Father	Mother
Ahyoung	4	Mongolia	Korea
Bokyoung	5	China	China
Chanyoung	5	Korea	Japan
Danyoung	4	Korea	Japan
Eunho	4	Korea	Taiwan
Geunyoung	5	Japan	Korea
Hayoung	6	Korea	China
Jiyeon	5	China	Korea
Kyung	3	Korea	Russia

The researcher also interviewed the children, seeking answers to the question, “Is this program really helpful for the program beneficiaries?” Since the participating children were the program’s main beneficiaries, they seemed to be the best sources of information about it. Because an interview, for a wide range of topics, is an especially important means of obtaining information from children (Kotzer, 1990), the researcher conducted interviews that best enabled children to convey and share their thoughts and experiences. This was done only after building relationships with them by attending the training sessions consistently. Among the children who were regularly participating in the weekly training, eight were recruited for the semi-structured interviews. The students’ grade levels ranged from first to sixth grade. Table 3.4 below provides details of the participating children in the study. To protect the identity of the children, fictional names have been assigned them.

Table 3.4 Overview of the Children Interview Participants

Name	Grade	Nationality	
		Father	Mother
Byunghoon	5	Mongolia	Korea
Daeho	5	China	China
Hyungtae	4	Korea	China
Joonho	4	Nigeria	Korea
Kangmin	5	Korea	Japan
Minkyu	3	Japan	Korea
Sangho	6	Korea	China
Taeyoung	1	Korea	Russia

Similar to the participating parent’s interviews, these got underway with some basic questions intended to establish a cordial relationship with children and to gain an initial idea of how the respondent felt about sport in general. For children participants, initial questions were simple questions. These questions included asking about their favorite sport, their motivation to participate in the program, and their favorite athletes

(e.g., “How did you get involved in this program”). Follow-up questions were asked depending on the participants’ answers (e.g., “How is the program going?”). For children participants, the third category aimed to gain insight about their personal experience of participating in the program. Participating children were asked a variety of questions including any good aspects or bad aspects about the program and what they have learned throughout the program (e.g., “Do you remember what have you learned during the program? If yes, give an example of what you have learned; could you address specific aspects of the training that you like or would change?”). The fourth set of questions was designed to ask about any changes that occurred after participating in the program, how the program should be developed or modified, and their perception and attitudes toward this kind of program. Last, children were asked to measure the effectiveness of the program (e.g., “What does this program mean to you?” “What have you learned by participating in this program? Do you know anything new that you would not know if you did not come to this program?”) (See Appendix I). Once the data was collected, a researcher transcribed the interviews and translated them into English.

All interviews, which were held at either the training facility or the cafeteria near the training facility, were conducted in Korean. As with the parents’ interviews, responses to the semi-structured interview questions were audiotaped and transcribed verbatim and then translated into English. A bilingual native speaker—fluent in both Korean and English—and the researcher reviewed the translated texts to ensure that the translated interviews squared with the original Korean interview transcripts.

Also interviewed for this study was one of the program’s baseball coaches. He had been coaching baseball for seven years and working for the foundation for a year. A former baseball player, he held no degree in education.

Lastly, an interview was conducted with the project coordinator of the program. During the research period, he had been the investigator's main contact person. He was in charge of handling and managing potential sponsors and current sponsors. His responsibilities also included communicating with the children and parents, organizing events for the foundation, communicating with the media, managing the official website, and maintaining equipment. He holds a sport management degree and worked for another sport foundation before signing on with the current baseball foundation.

3.2.3. Secondary Data

Additional documents were collected as part of the in-depth data gathering for this study. For example, records of meetings, pictures, and newsletters were identified as useful sources of data. The analysis of these documents is potentially quite rich in portraying the values and beliefs of participants in this setting. An analysis of these secondary data might also be fruitful for this ethnographic study. The importance of using secondary data is emphasized as "examining materials in their study would add greatly to their insights about power, identity, and status" (O'Toole & Were, 2008, p. 616).

3.2.4. Data Analysis

Interviews both with children and parents were conducted in Korean. Once the interview data were collected, the interviews were transcribed and translated by a native speaker who is fluent in both the native language and English. Many authors such as Marshall and Rossman (1999) and Yin (2014) agree that data collection and data analysis are concomitant activities. The problem is "how to apply replicable procedures for selecting data sources that simultaneously satisfy methodological, theoretical, and practical criteria" (McClintock, Bannon, & Maynard-Moody, 1979, p. 619).

The first analytical step, open coding, is the naming and categorizing of phenomena through the close examination of data. For this process, the transcripts were reviewed and broken into discrete parts. The categorized data were examined systemically and compared for similarities and differences. More specifically, the transcripts were read through and the researcher also made notes on general themes within the transcripts (Field & Morse, 1985), throughout the reading. By reading the transcripts, the researcher aimed to become immersed in the data. The transcripts were read through again and as many headings as necessary were written down to describe all aspects of the content, excluding 'dross' (Field & Morse, 1985). The term dross was used to denote the unusable 'filters' in an interview, issues that are not related to the topic on hand. The text from each question was coded by first identifying keywords or topics, categories were then formed, and lastly the findings and theme were identified as a last step in the analytical process. Labeling these properties was guided by questioning the data collected with regard to the corporations' operations in society to identify "Who? When? Where? What? How? How much? Why?" from the phenomena.

Once the categories were generated, the list of categories were surveyed by the researcher and grouped together under higher-order-headings. This was conducted to reduce the number of categories by 'collapsing' some of the ones that were similar into broader categories. The new list of categories and sub-headings was worked through and repetitious or very similar headings were removed to produce a final list. Once the final list was established, the transcripts were re-read alongside the finally agreed upon list of categories and sub-headings to establish the degree to which the categories covered all aspects of the interviews. Each transcript was worked through with the final list and the data was coded accordingly. In the next step, examining and understanding the nature and the relationships of properties and their dimensions were conducted, so that

the coded data asked, “Does this quotation from the interview fit this category?” This stage was conducted to allow for a check on the validity of the categorizing process to be maintained.

Chapter 4: Results

This chapter contains the results of the data analyses conducted for the current study. In order to evaluate the baseball program and to see whether or not the program benefits its beneficiaries, qualitative data were collected using a variety of techniques. The techniques included individual interviews, group interviews, observations, and document analyses. Interview data were collected from participants of the baseball program, parents of the program participating children, a coach of the program, and a staff of the foundation. This chapter starts with introducing the baseball program based on the researcher's observations. And it is followed by the results of the study. Guided by the results of the study the researcher categorized the result based on two categories; positive outcomes and negative outcomes of the program. Positive described opportunity to increase sense of belonging, opportunity to set a goal, opportunity to increase sense of family, opportunity to learn general etiquette, opportunity to increase self esteem, self identity, and self worth, perception of improved academic performance, and opportunity to enhance baseball skills. The negative category involved the lack of a systematic approach to the training sessions, "one-size-fits-all" baseball training program, program heading in the wrong direction, discrimination through identification with the program, and inconsistent support of the foundation.

4.1. PROGRAM DESCRIPTION

The baseball program operated every Sunday from 1:30 p.m. to 5:30 p.m. The researcher attended more than ten of the weekly training sessions. Although each

session was supposed to last for five hours, the team sometimes was asked to leave the stadium early; the stadium was owned by a military-related sport organization. The program consisted of 32 children, but normally 25-28 children took part in the weekly training. Children aged 8 to 13 participated in practices, and mini-games. The training area was a large outdoor field. Since the training ground was located in a military camp, the baseball stadium was standard size. Hence, the distance between bases and the total distance around the baseball diamond were inappropriate for the young children.

The training area was designed for the military baseball team's training and games. Hence, the training facility was designed with no consideration of spectators or fans. It thus discouraged the involvement of parents or spectators. No extra seating existed for parents or spectators. The participating children's parents and family members waited inside their cars. Parents and family members who commuted by public transportation were forced to sit in the dugout. With no concession stands, some parents and children had to go to a snack bar that serviced soldiers. There was little shade for the participating children on the training field. The training field had no water fountain. The participating children either brought their own drinks or went to a rest room to drink water.

As the baseball stadium was located in a military camp, it was hard to get there via public transportation. Some children were late for the training, observing how hard it was to catch a taxi. Even for the researcher, it was hard to get there without a car. It is approximately 1.2 miles away from the closest subway station. When the researcher conducted the first observation, a couple of the children who were late got punished with

push-ups. Only five or six parents attended the training session. One little boy and one girl came to see their brothers' training. The parents talked to each other sitting in a dugout. The parents had nothing to do, but talk to each other or play games on their mobile devices.

As the children arrived at the training session, the coach took attendance by calling their names. The training started with running around the baseball stadium. The children ran in two files around the baseball field. Running with the children were two coaches of the program and four volunteers. The warm-up session ended with the children standing in a circle performing a series of stretches. While warming-up, the children were asked to line up their baseball equipment including bag, balls, and gloves along the side of the field. They distinguished their belongings by writing their names on them with a marker.

After completing the warm-up session, the kids played catch. At first, the coach and volunteers asked the children to stand in a line and wait their turn. In order to determine the ability of the children, the coach tested them with a tryout. Each child was pitched a ball they were to hit; they also had to field some baseballs hit to them. Each ball was thrown by the coach, a former baseball player. While the coach threw a ball toward some of the kids, other volunteers chatted with the others as they waited their turn. Immediately following the tryout, the coach let the kids know the results. Although he did not call one group as inferior or another as superior, the superior group was obvious.

Once the children were assigned to a group, they started to practice pitching and catching, working in pairs. Each pair threw a ball back and forth to each other. As the children began practicing, the instructors walked among them giving feedback, trying to fix the kids' pitching styles, especially the wind-up. It appeared that the children from the superior group had practiced their wind-ups before. Indeed, the volunteer instructors gave few detailed directions to them. Some of the children in the inferior group were unfamiliar with the wind-up. The number of volunteer instructors varied from four to up to six per a training session. They all wore a baseball uniform but some of the volunteer instructors sometimes wore their own team's uniforms. The volunteer instructors displayed different levels of coaching skills and styles. Some yelled at the kids while others would demonstrate a certain baseball skill. The instructors differed in how much time they took to explain the positions. Their level of knowledge of baseball appeared to vary, as did their ability to impart that knowledge. While the children practiced, some of the volunteers standing away from the coach tried to visit with each other. Other volunteers tried to encourage the children by patting them on the back or the head or giving them a high five whenever one of them did a good job. Some children cheered their partner, shouting, "Good job." The children seemed to be proud when they caught or threw the ball well.

The training sessions were led by five instructors—one coach, three volunteers, and one staff member from the foundation. The foundation staff member came to the researcher and introduced himself, saying that he was in charge of managing the program. He also introduced the other three volunteers—high school students registered

as high school baseball players. All three of the high school volunteers played in club leagues. Two of the volunteers wore the foundation's uniform, but one of them wore his club team's uniform. The staff member explained that the one volunteer had yet to be provided his free uniform. Since the staff member of the foundation had no baseball skills with which to instruct the children, he walked around the stadium picking up balls that the children threw during the training sessions.

After the children finished playing catch, all the children were instructed to gather into one group. The coach explained what the next training would be and that pitcher fielding practice was important. Fielding practice always happened right after the ball catching practice. As in the tryout, the coach threw each ball to a player while the stood in line waiting their turn. The fielding practice lasted around 30 minutes. Each child went to the back of the line right after his turn. Some children would laugh when a child missed his catch. These kids were kept in line by the instructors who were standing in line with the children, making sure they didn't miss their turn at fielding practice.

Fielding practice was followed by batting practice. Initially, the children had to hit the ball off a batting tee. Some children complained, though, that that was too easy. Some mothers said their children would hate hitting a T-ball. Since there were only two batting tees, the children were asked to stand in two lines. As the semester continued, the children got to hit pitches. The batting practice started with learning the proper grip, batting stance, and how to swing.

In spite of the weekly training sessions lasting up to five hours, no break was given. The coach seemed to regard the time between drills as break time. Some of the children, especially the younger ones, seemed unhappy with the non-stop training. Some kids would occasionally approach the researcher, asking to receive medicine for indigestion and/or stomach problems.

While the children were training, the parents who came to the training venue to see their children had nothing to do. Not a single parent stayed to watch the entire training session. Some parents who drove their own car went grocery shopping or to a shopping mall located near the training venue.

Not until after the five-hour training was complete did the children have snack time. They were also asked to wait in line to receive their snacks. The coach said to the children not to walk around while eating. They were asked to sit in the dugout during the snack time. Some of the children appeared to make it a rule that younger kids could not eat snacks near the 6th graders. Older players would tell the younger kids, “You are not allowed to eat here.” The younger children (1st to 3rd grades) had their snacks huddled together. After that, the coach would have the children clean up around the stadium. The children would pick up trash and stray baseballs.

At the beginning of the season, the participants were asked to leave the stadium earlier than the scheduled training time because the military baseball team needed to practice at the training venue. The coach asked the children to sit down and watch them train; however, they were dismissed due to cold weather.

Before they started the weekly training, they were sometimes requested to take a team picture in front of a sponsors' banner. The sponsor companies varied from an online gaming company, a bank, a university, as well as sport drink and equipment companies. The sponsors appeared to be present at the training session strictly for the photo opportunity, as they did not provide any viable services or in-kind considerations.

The training sessions can best be characterized as tedious and boring for the participants. Often, when the children were on their way to take a restroom break during practice, they would make an offhand comment to the researcher about how boring the practice was. The parents of the participants felt likewise.

The children, coaches, and members of the foundation staff took a field trip to a major league baseball game at Jamsil Stadium in Seoul, South Korea. Prior to attending the game, the children were made to visit Children's Grand Park in central Seoul. This is a very common destination for young people; in fact, the children complained about how many times they had come to it before. The planning was disorganized. The foundation had not confirmed the field trip until the day before the game. Parents were thus unable to provide adequate notice for their child's absence from school. In addition, the coaching staff seemed to prefer that the parents not attend the game but rather pick up their kids after it was finished.

At Children's Grand Park, the children were made to wear a promotional jacket with the sponsor's name on it. Also at the park, the children joined together with another multicultural foundation. No child in the other group appeared particularly "multicultural," as did the dark-skinned boys in the study's group.

After arriving at the baseball stadium by bus, the children were matched up with representatives from a sponsoring company. One sponsor's representative was matched up with two children. The sponsor's representatives wore green jackets with the sponsor's name on them. While watching the game, the sponsor's representatives sat with the children.

A dark-skinned child was selected by the foundation to participate in the traditional "first-pitch" ceremony prior to the game. This child went on to the field in front of large crowd and the stadium announcer announced his name as well as the foundation's name. He was given a free baseball jersey of the home team and was heartily congratulated by his teammates upon returning to his seat. At that time, a public relations representative from the sponsor approached the child and conducted an interview to be used for promotional purposes.

4.2. CONFLICTING GOALS OF THE PROGRAM

The baseball program had a main objectives of teaching kids lessons that could not be taught in school and character education through sport, as well as guiding them on how to live as leaders with high self-esteem, sense of belonging, and positive attitude. The program ultimately pursued to help the kids enter into mainstream society as providing a route for the youth to eventually play baseball professionally.

The results of the study provided keen insights into many aspects of the program. The interview with the program coordinator was the most revealing in that he exposed many of the truths about the inner mechanisms of the foundation. The interviews with

the parents exposed both consternation and appreciation, pointing to a dichotomy, and the participant interviews, while mostly positive, did point up many of the shortcomings of the program from the children's viewpoint. While the program met many of the basic needs of the children, it was revealed that the promises that the foundation made were not fulfilled as a result of conflicting goals of the program among the stakeholders.

In the following section, accordingly, stated goals of the program by the program coordinator, and desired goals of the parents and the children will be discussed. It will also review how these conflicting goals did lead to negative outcomes of the program.

4.2.1. Stated goals by the program coordinator and any ways these are conflicting

The stated purposes and goals of the program were captured from the interview with the program coordinator. The program coordinator who claimed to have drafted the proposal documents for potential sponsors offered some background of the program. Initially, he said, the program was intended to mainly provide children from multicultural families with education and skills training that would enable them to take on future challenges associated with their lives as multicultural kids in Korea. Eventually, however, the foundation used the kids for promotional purposes.

When we had a meeting with potential sponsors, they preferred it to be a program for children wanting to be professional athletes in the future. Most of the potential sponsors directly asked us "are they going to be professional athletes?" Then there was no choice except saying "yes" to the question, because it was the only way we could get sponsored. There are tons of socially responsible programs using sport. It is reasonable for them to prefer to sponsor those programs, which could have sponsorship effects over the long term. The expected outcome of supporting the talented kids would be more outstanding than just supporting one of the numerous sport programs for normal kids. Okay, then, it sounds all good so far. We have sponsors, kids could participate in the

baseball program for free, and sponsors can have positive effects by supporting the program. Then who is going to be the scapegoat? The participating children and their parents would be the one. This turns out to be the biggest problem. Since the program started from March 2012, the program has been in place 10 months already. When the parents applied for this program, they were informed this would be the place to make their kids jump to the next level. For them, this program is regarded as the right place to train their kids to become an elite player. However, what is happening? I guess you might already figure out that some parents started complaining about this program. The parents devote themselves to taking care of their kids. Some parents attend a training session every Sunday to support their kids. They firmly believe that their son will become a great player. They stand and watch while their kids are practicing, even when it is freezing and even when it is extremely hot. I am pretty sure they must be bored. They probably think this program would be the only hope to make their kids succeed. Since they have a multicultural background, they hope to enter into mainstream society through sport. Since no one ever tried to fix the wrong information about the program, the problem gets bigger and bigger.

As he mentioned, the parents were informed that the program was designed to train the children to move up to the next level, as it was marketed to sponsors. “Some parents called the office to ask about the process of how their kids could become a professional athlete.” However, the staff member said that the program would not do anything to help the kids become professional athletes. He explained how the Korea national baseball youth league operated. “Only youth baseball players who are officially registered with a local public school baseball team are allowed to compete at the national league level. Consequently, this baseball program cannot do anything for them to move up to the next level.” His explanation revealed that these kids would never have a chance to become professional athletes until they joined an elementary school or junior high school baseball team. Since there is no such limitations for other youth sports such as soccer and basketball, he said that parents, unfamiliar with Korean youth sport policy, were perplexed by this kind of limitation. “I don’t know how to

solve this problem or where to start to solve this situation. At first, they were informed that the mission of this program is to maximize the athletic potential of all participating children.” The staff member commented, “I guess it is a negative consequence of a socially responsible program. Although the program does not meet its stated goals, I feel like ‘If you don’t pay for it, don’t complain.’ That is the main problem of free education and a free program. The participating children and their parents do not have any opportunity to speak up.” Since the program is free, parents felt they had no right to complain or speak up for the program. Some parents even asked him whether there was any way to pay for the program. From the foundation’s perspective, they thought “We’d better keep the program free because we do not need to care about what they really want.” The staff member said, “Don’t you think these kinds of socially responsible programs take advantage of using those children? The positive consequences that we could get from supporting the program are priceless.”

According to the program coordinator, the most urgent matter to fix in order to head in the right direction was the hiring of a certified head coach. Besides a certified head coach, he recommended hiring a professional who could manage a socially responsible program for children. He added:

Frankly speaking, we did not care about the children’s future. No one really cares what they are going to be after finishing this program. You would understand if I explain the process how we developed this program at first. We needed a social cause to develop the foundation. Without any objectives or goals, we designed the program to attract the public’s attention. The multicultural children were selected for us because it sounded plausible to support and educate multicultural kids in Korea.

The program coordinator explained that the lack of a systematic program caused failure to fulfill the stated goals. He explained the volunteer system of the foundation. For the weekly training, the program hired two paid coaches and three to four volunteers. The foundation hired volunteers to cut down on the number of paid coaches. The volunteers were all high school students, who had never gone through a proper training program. The staff member raised some questions, “The program is not well structured, as you can guess. The coaches are the ones who directly interact with the participating children. How do you think the volunteers treat the kids? Do you think they treat the children in a proper way since they are marginalized in society?” Regarding the qualification of the coaches and volunteers, he commented:

Well, children from multicultural families are reported to suffer from consequent emotional disturbances. I am quite sure that the coaches and volunteers are aware of the necessity to implement a proper program of care for the children. However, that does not necessarily mean that they try to understand and care about the children’s situations. The coaches and the volunteers come out there every Sunday not because they care about the children but because they need to fulfill their purposes. The paid coaches need to get paid. The high school volunteers need to get a volunteer service approval form. I mean all coaches and volunteers have lack of ethical knowledge and skills to work with children in sport. Since they don't have the moral aspects as coaches, they are not aware of the ethical implications of their acts. I can tell they are not educators. They teach kids in the way they were taught in the past.

That the program was not well structured came up often. Although the program was described to the public as an advanced education providing a path for the youth to eventually play baseball professionally, the program was still caught in a vicious cycle due to a link with a general culture of militarism. The program coordinator explained by way of an example from the training program, “If the coaches want the program to

become systematic as it was informed, volunteers and coaches should take the roles of pitchers and ball boys picking up balls. However, a problem occurs because the coaches order the kids to do so. ‘Go get the balls,’ ‘Attention,’ ‘Take your equipment,’ ‘Stand at ease,’ and ‘Stand in a row.’ The training program is high-pressured instead of being a pleasant and patient.”

Why do high school students volunteer? For one thing, they earn extra points for doing volunteer services; for another, they received free baseball equipment. The staff member stated, “All they need to do is to spend some time on Sunday afternoon. Most of the volunteers are amateur baseball players, so they could be possibly attracted by free stuff such as equipment and uniforms.” It was emphasized that the unstructured volunteer education system would have an influence on the participating children. Although the participating children should be taken care of by a special mentoring system, it was revealed that the foundation did not provide it to the children.

Since the kids are from low socioeconomic backgrounds, I guess a mentoring system is definitely needed for them. All the kids in the program should get personal mentors, who can answer most of the questions about activity, study, Korean culture, and even their futures. I don’t expect the mentors to be a degree holder. However, mentors should provide quality mentoring that leads to positive outcome for the kids. Basically, you should be aware of a fundamental problem of physical education in Korea. Most of the coaches involved in physical education do not have a proper educational degree. They become coaches not because they hold a degree but because they are former athletes. It is hard to expect them to be a professional educator without proper education. As I already mentioned, the program is caught in a vicious cycle of hiring these kinds of coaches who directly interact with the children.

The foundation’s staff member conceded that the parents and children were aware of the program’s problems due to the inconsistent program operation. Though

dissatisfied with some parts of the program, they never complained simply because the program was being offered them for free. “Those participating children and their parents cannot complain although they don’t like some parts of the program. It is simply because they don’t pay for it. The program is for free as you know. Then what can possibly happen? The program cannot be improved at all heading in the wrong direction.”

4.2.2. Desired goals by the parents and the children and any ways these are conflicting with stated goals and therefore lead to “negative outcomes”

As the foundation indicated to the families, the parents and the children were regarded the program as a path for the children to become a major league baseball player. Most significantly, the program was marketed to sponsors as providing a path for the youth to eventually play baseball professionally. Accordingly, one of the basic desires of the parents and the children was to receive necessary training to become a professional baseball player. The interview with Ahyoung, the Korean mother of a 4th grader son, shed light on the desired goals of the parents, “I was informed that this program aims to provide a program for kids wanting to be professional athletes in the future...I like to give credit to this program since it provides a great opportunity for kids for a multicultural family background.” The same desired goals were captured from an interview with Geungyoung, the Japanese mother of a 5th grader son. She stated,

We decided to join this baseball program because it might be helpful for my son to become a professional athlete in the future. The foundation explained that they would train the children to become a professional. Since I am a foreigner, I

know nothing about an elite sport system in Korea. I thought the foundation would show us a way to become a professional athlete.

Jiyeon, the Korean mother of fifth grader son, expressed the common sentiment among the child participants and the parents, that the program could provide an avenue for success.

I was not even interested in any kind of sport before my kid joined this program. However, after my son joined this program, I recognized that sport could be a way to achieve success in Korea. Actually, I was not sure how to educate my kid but the program showed me the right direction.

The desired ideal goals of the children and the parents were well described in the following interview with Eunho, the Korean father married to a Taiwanese woman. He explained that their children harbored dreams of becoming professional baseball player.

Well, before he joined this program, my son did not show any interest in sport. However, once he started this program, he showed great interest in baseball.... He said he would not give up on his dreams of becoming a famous baseball player. He even told me he would like to be a major league baseball player. Once he knows what he really wants to be, he seems like he approaches his dream step by step.

The researcher discovered similar findings from the student interviewees. To the question, "Did you learn anything new that you would not know if you did not come to this program?" some students gave a similar answer by saying this program led them in the right direction. Jungho stated that he really appreciated the program, for it had helped him realize his dream. He commented:

I really appreciate this program. This program helped me to find my dream. For me the program showed me the way. I guess it would help me a lot to achieve my dream. Even before I joined this program, I wanted to become a basketball player. Actually, I really wanted to play baseball but I could not because my school does not have a baseball team or does not provide baseball program. Instead of playing baseball, I joined a basketball class and played

basketball until right before I knew about this program. I tried to play baseball with my friends, but some people told me that I could not become a professional baseball player unless I register with a public school. However, one day my schoolteacher gave me information about this program. I was lucky because I am from a multicultural family. If I were a pure Korean, I would not be able to join this program. The program let me know what I really want to be in the future. Thanks to this program I have a big dream to be a professional baseball player. I don't play basketball anymore. I like baseball much better. It becomes my dream.

Kangmin spoke similarly, saying that he could not play baseball with his friends from school since they had no baseball equipment. By joining this program, however, he realized that he wanted to become a baseball player. He began watching major league baseball games online. He commented, “Now my dream is to become a famous baseball player.... It has become my dream. I want to keep playing baseball even when I go to middle school.”

The parents and the children were regarded the program as a path for the children to become a major league baseball player. However, once the program started it became apparent to the participants and families that the stated goals could not be fulfilled. Interviews with the parents and the participating children proved that the promise of becoming a professional player was a false pretense.

The gaps between the stated goals and the desired goals were captured from the interviews. Accordingly, the parents voiced concern about the lack of consistency in the training system as well as the changes in the stated purposes and goals of the program. First, the program lacked any systematic training regimen, the coaching staff was highly inadequate, and no manuals or rulebooks were drafted. Additionally, the children attended a training session every week; however no games against outside opponents

were scheduled. Ahyoung echoed parental concerns about the quality of the coaching and the lack of a systematic approach to the training sessions:

To be honest, we sometimes feel that this program is not as systematic as I expected and as I was informed. Did you know that the coach has changed one time? The current coach is the second one. I am not sure but the first coach was fired. Think about it. Actually, the children spent months with the first coach. When they became familiar with the coach, he was fired. Since I have no idea what really happened with the foundation, I cannot complain. However, since the foundation promised us to train the kids to become professional athletes, I hope the foundation provides a more systematic training program with a stable coaching system as promised.

Many of the parents spoke of their concerns regarding the lack of programs so that the players seemed to lack the skills necessary to advance to a high level of competition. In addition, the parents often noted that the participants trained only once a week and played no other teams. Jiyoung, the Chinese mother of a 5th grader son, stated:

You know what, kids are so pure so that they all believe that they would become professional baseball players. I guess they need to recognize the reality. I think they consider themselves as an advanced team. As the saying “a frog in the well knows nothing of the great ocean,” the children have no idea about a bigger pond. They need more competition. Playing against other teams would prevent them to become a big frog in a little pond but we have not had any matches yet. It does not matter for me if they don't become professional athletes but I don't want them to get hurt in case they would not become a professional. You know great expectations can lead to great disappointment.

Ahyoung, the Korean mother of a 4th grader son, also spoke of her concerns regarding the lack of systematic training programs.

I have heard about a match against the Seoul Little Baseball Team. The coach mentioned about it one time. However, I have not heard anything about any details. Since we only have training once a week, I guess it might be hard to have a baseball match against any other teams.... At first, I was informed that this program aims to provide a program for kids wanting to be professional

athletes in the future, but I am not sure this program would be enough to make my kid become a professional baseball player. I can support my kid if this program would show us a way to become a professional athlete, but for now I doubt it.

The researcher had a chance to interview Geunyoung, the Japanese mother of a 5th grader son. Although the program maintained a high rate of retention, Geunyoung finally decided to quit the program for her son.

I heard that if he wants to become a baseball player, he should register with a local public school. However, since his school does not have a baseball team, I thought this baseball team could be a second option. My son is in sixth grade, so he should be prepared to pass the tryouts. I went to the training venue with him since it's far away from my place. Although I know nothing about baseball, I did not think it would be enough for him to be a professional. It took a three-hour round trip to take my boy to the game. The training on Sunday made him even more tired than normal on Monday morning. Well, I felt sorry but there was nothing I could do except quitting the program for him. I even tried to talk to the coach but we could not find a solution for him.

Hayoung, the Chinese mother of 6th grader kid, also discussed the uncertain future facing the participants after completing the program.

The most important point is that the foundation does not care what they are going to be after finishing this program. You know, this program is designed only for elementary school students. My son is going to graduate soon since he is a 5th grader. What is he going to be after finishing this program? At first the foundation explained that this program is for children wanting to be professional athletes in the future. I thought they would provide special training for those kids and help them advance to the next higher level. My son is really proud of being a part of this team. Especially, it is because the team bears the founder's name. At first, he played baseball only for fun but now he wants to be a professional baseball player. I hope this foundation could be a stepping-stone for my son to be a professional athlete, but for now I am not certain about it.

The interviews revealed that the main problems with the program were caused by the discrepancy between the stated goals of the foundation and the desired goals of the parents and the children. Concerning the lack of opportunity to play other teams, the

coach of the program explained, “Although no match has been made yet against our team, I guess it could happen very soon. Since we only have a training session once a week, I assume it would be difficult to beat other little league baseball teams.” Because the baseball program did not operate like any other little league baseball teams, it focused solely on regular training. However, the coach wanted to set up games against other teams. Win or lose, the team would learn which part “should be reinforced.” He expected that the result would be a big motivator, feeding their desire to win. Games against other teams were mentioned as a mediator, in addition to the uniform, that could bring the team together.

Although the team had not had any matches yet, the coach was concerned that playing another team could produce a negative outcome. He explained, “We have 32 participating children, although we only have 25-28 showing up every Sunday. We haven’t had any matches yet, but once we have a game, only nine players would be on the field. It means that the rest of the kids would be sitting in the dugout.” He went on:

You know, it is hard for us to have a game against other teams as we have a training session only once a week. Let’s suppose we would have a chance to have a match with another team. The children would anticipate being selected for the game. If they aren’t [selected], I am afraid they might feel depressed about that. To be honest, I worry about those kids, if they give up on the program thinking that they are inferior. Of course those who are not selected for a game would try harder to improve their skills. That’s what I expect out of the children. I don’t care about the result. If they lose a game to a better team, it would be good for them although some might feel depressed. I just don’t want to have negative consequences on us by having a game with other teams. Accordingly, I would like to say the team must have that impetus for improvement, although I somewhat worry about some possible negative consequences on our kids. They should know where they stand. I think these

skills for baseball do not come at birth, but they are learned. They need some motivation through playing games against other teams.

As to which part of the program should be more fully developed, the coach raised a few issues. First, he said the children needed to be praised. He said, “It is important for the children to be motivated by praising them. I should keep saying, ‘You are doing good. You are great.’ We even have a saying, ‘Praise can make even a whale dance.’ I have tried to praise them as much as I can.” In spite of that, he pointed out the number of children he had to take care of. Approximately 30 children participated in the weekly training. The program did not offer systematic training because as the coach said, “Some kids could have a high level of endurance. Some kids might go at a good speed. Since we have too many kids to control, it is hard to give them personalized training. The program itself has a limitation to offer systematic training.” Lastly, he gave an example of a regular practice. “One day I divided the children into two groups, pitchers and batters.... Some kids complained because they did not want to keep doing the things that they were doing. Although I did not want them to keep repeating the same thing, we had to do that since we didn’t have enough coaches and volunteers to take care of each of them.”

The lack of a systematic approach also appeared to have an effect on the concentration of some of the players. Several parents described practice sessions where children were distracted and refused to obey coaches. Hayoung said:

Recently, I feel that the children lack concentration and the training session is done under distracting surroundings. Some kids play with dirt sitting in a corner of the stadium. Well, I am not trying to say it’s bad for them but the program should be modified. Of course it is good for them to develop a sense of

closeness as playing together with teammates. However, I don't want the program to forget its purpose. To develop the program, I guess the foundation should hire more volunteers. As baseball is a dangerous sport, no one knows when an accident might happen. Some children could get hurt when unattended. Although I would like to discuss about some issues, we don't have much time left after the training session. The five-hour training session is quite long not only for the children but also for the parents waiting for them. Although I want to discuss with the coach how my son is doing, we should leave the training stadium, being pressed for time. Since the foundation does not own a stadium for practicing, we should leave the stadium on time. Especially, since the stadium is owned by a military-related sports organization, the parents and the children are under behavioral restrictions. Even though we would like to complain about some issues, we cannot do it not only because we don't have time right after the training session but also we are afraid of possible negative effects for our kids. We all appreciate this kind of socially responsible sport program, but you know everything always has two sides. What can we do? We should just follow the instructions that we are told to do.

A high degree of dissatisfaction was expressed by Ahyoung, who felt that the coaches would prefer that parents not attend the training sessions.

Well, recently I have not been going to the training sessions. Since, it takes us two to three hours to get there, it's not easy to go every Sunday. Moreover, although he has not mentioned it explicitly, the coach seems like he prefers the parents not to come to the training session. I guess he might feel uncomfortable if he thinks he is being watched during the session. Although mothers do not say anything or complain to him, I kind of understand what he might feel. One time as a joke he told mothers not to come to the session. However, he has been mentioning it more frequently. Actually, we are doing nothing during the training except sitting in the dugout. I don't know if it's just me or if other moms feel the same way. Anyway, I feel uncomfortable so I have not been going recently. Even one staff member of the foundation told me "You don't need to come every week. You just need to send your son." Well, no one knows whether they really mean it or not, but since I have been told over and over, I don't feel good [about going].

A prime shortcoming of the program is that it failed to be a stepping-stone for the children to become a major league baseball player. This was contrary to the children's hopes because the program's founder was a former baseball player. By believing the

marketing message that the program would groom the participants to be professional players, it triggered a major conflict. In interviews, parents discussed that a significant problem for some of the children was placing players of different skill levels on the same team. Since the participating children's ages ranged from 8 to 13, providing the same level of training was considered as an issue for both for the superior children and the inferior ones. The youngest child on the team, Taeyoung, complained, "I don't like it [this training]. Sometimes it's fun, but I don't like the training. It's hard. It is hellish training." Taeyoung's brother was also participating. The researcher asked him about his brother, "What about your brother? Does he seem to like it?" The answer was "Yes, I guess he likes the training. He has some friends but I cannot get along with them. They are all older than me. I am the youngest one. I am the shortest one so they do better than me."

Taeyoung kept using the expression "hellish training." Responding to a question about how the program ought to be changed, he said, "I hope this program becomes fun like a Tae-Kwon-Do class. Every Sunday morning I feel afraid to come here because of the hellish training program." Pressed for more details on why he preferred Tae-Kwon-Do, he evaded a direct answer, saying, "I just don't like the training here. It's so hard. It's like hell. It's not fun at all. Sometimes the coach yells at me."

Other children wanted to train at a higher level. Daeho, a 5th grade student, stated, "I like the coach, but I don't like the training. We practice a lot but we always do the same thing. We always repeat the same thing." He additionally explained why he did not like the training.

Before joining this program, I was a member of another youth baseball team. Other little league baseball teams training almost every day except Monday. I wish we could train more like other teams and [the training] should be done at a higher level.

Joonho, a 4th grade student, felt similarly. He pointed out the lack of chances to play baseball against any other teams. “You know what, we have not had any games yet. I would like to play another team but we always have training. Sometimes the training is boring as it is the same every week.” He also added, “I understand the situation because there are around 30 children on the team, but I hope we have a more divers training program.”

Byunghoon said he practiced with his uncle every day, sensing that the training program would not be enough for him to achieve his dream of becoming a professional baseball player. To him, “the training itself is not that difficult.... I additionally practice baseball 4-5 hours a day with my uncle.” Despite his uncle living far away, he got a ride to his place every day so they could practice. “We normally play baseball together on a playground. Since all of my sisters and brothers live in Mongolia, only my uncle can play with me.”

Although the kids disclosed two opposite attitudes, some stating that the training was hard and others saying that the training was easy, both sides indicated that the training program should be segmented or should be more systematic in order to fulfill the stated goals of the foundation and to meet the needs and expectations of each participating child.

The project coordinator explained that the program was originally designed only for 3rd through 6th graders. However, he added that the foundation “purposely selected some children to make them part of the PR strategy for the foundation.” Hence, the foundation accepted 1st and 2nd graders due to their difference in appearance. He said:

Although the program was designed for participating children that are 5th and 6th graders, the foundation accepted 1st and 2nd graders due to their difference in appearance. They are brothers and they are from multicultural families with a Russian mom and a Korean dad. I don’t know how to say, but, you know, people can tell they are from multicultural families. The two kids can represent the identity of the baseball team with their appearance.

4.2.3. Description of “negative outcomes”

The investigator observed the program’s situation as well as the general problems facing the socially responsible program through sport for children. The staff member offered what he considered the foundation’s biggest problem—its finances.

I think the biggest problem of the foundation is its financial aspect. Actually, not too much money is being spent on the baseball program operation. Think about it. How much money would be spent for a weekly baseball practice? Except for two coaches hired by the foundation, the other staff members are volunteers. The volunteers are not paid staff. All we need to do is to treat them to dinner after the regular practice. The volunteers are high school students so they participate in the practice for the purpose of gaining volunteer points that they need. However, it would be a different story if we talked about sponsorship. For example, if some companies and people support the foundation financially, the foundation is not always transparent on how we distribute and spend the money people donate. If the foundation does not make public its financial records, it would be difficult to avoid doubt that the money people donate is being used for other projects, not for the baseball program.

As to how donations are distributed, he stated, “Honestly, the way we distribute the money is not always right. Consequently, the quality of the program is not improved at all. All they care about is spending the minimum amount of money for the

program's operation.” He pointed out some common characteristics of sport programs in Korea. “As you know, the quality of sport programs in Korea has not outshone Western countries. In fact, physical education in Korea is still closely linked to a general culture of militarism.” He explained that the foundation used coercive tactics for the baseball program in order to not invest significant amounts of money in the participating children. The staff member stated that the program should provide a wide variety of baseball activities designed for children of all skill levels to fulfill the objectives of the program. He explained the foundation had been caught in a vicious cycle of hiring untrained coaches. It was important to hire the right person to coach the participating children, but to save money, the foundation “cannot help but hire less qualified coaches.” He pointed out that playing on a team with less experienced coaches could result in sport injuries.

Responding to the suggestion that the program targeted the wrong kids, the project coordinator said, “Officially this program is known as a program for helping out multicultural kids and low socioeconomic kids in Korea Although it is partially true but the truth is that some kids are also selected from affluent family backgrounds.” He noted the two kids selected simply because of their appearance. He admitted the program, as publicized to the public, was not for the right kids. The program, according to him, was used as a promotional tool. “Everything worked on with media concerning this program is calculated.” He further stated:

The program is not only intended for those kids, but actually for the retired former baseball player. He needed something special that he could freshen up his image. I bet this program has been helpful for some kids but we need to make

sure of the mission and purpose of this program in order not to continue to head in the wrong direction. It is true that the baseball program runs every Sunday for the kids but the participating children and their parents are used for marketing purposes if you take a look at it carefully. It might be easier for you to understand it to be misused under the name of a socially responsible program.

He supported his statement by saying that when the founder of the program is interviewed in the media, he surrounded himself with participating children to create a better image. “The role of media in a socially responsible program is huge so that it becomes a great source to appeal to potential sponsors and benefactors: ‘See what we have done. We have been so good to help out the children. Please be a part of this program by donating money.’” He said he would not be critical if the donated money was used for proper purposes followed by formal regulation. However, “due to the lack of formal regulation,” it was emphasized that the way the foundation spent the donated money was questionable. “Since the founder is also involved in a for-profit business, it is asked to assure that the foundation is accountable and transparent. He owns an entertainment company besides the baseball foundation.” The program coordinator stated, “By supporting the baseball program, it can enhance the overall reputation and image of the founder and the foundation. How do you think he could be cast in the television show? Where would people call for contacting him? Most of people have contacted the foundation directly.” Accordingly, he believed that people invited him as a guest speaker regarding him as a socially responsible former athlete. Based on what he said, people paid attention to him and wanted to listen to him because of the foundation and the socially responsible program.

He detailed the relationship between the program and the for-profit business. “People praise his good deeds by supporting the children from multicultural families. The honorarium is normally paid to the entertainment company, not to the foundation. Now you can figure out the whole picture of how money can be collected and how it can get reinvested in a for-profit business.” Consequently, the founder could appear on a television show thanks to his well-developed image through the baseball program. Furthermore, the foundation reportedly misused corporate money in order to maximize its own interest. In fact, “managers and the founder used funds for their self-satisfaction. Their kind of immoral behavior is covered up well by the name of corporate social responsibility.”

As socially responsible programs became the core business strategy in sport, former athletes have launched not-for-profit sports foundations as a socially responsible activity. The program coordinator asked, “Have you ever thought why former athletes establish a foundation for the purpose of social responsibility? Do you think they really care about it?”

My answer is “No” to such questions. Sport itself has a strong power to appeal to the public. Sport is a great tool to spread a message. The value-neutral manner of sport becomes a tool to collect money. Most of the retired athletes have successfully accumulated a positive image for a long time. However, it is true that after retirement the living conditions of former elite athletes in Korea have limited options. They have limited options to choose after retirement and they face the difficulty of finding a job because they have neglected their studies in the past because of the extensive training required for elite level performance. With limited options of post-retirement career, they easily choose to found a charity program using sport. When the positive image as a former athlete combines with social causes such as education and health, people tend to support the foundation financially.

Former athletes capitalize on their strong relationships with the public by conducting socially responsible sport programs. Setting up these foundations becomes a shortcut to collecting money for them. Not educated as businessmen, athletes who undertake such ventures could find them challenging, as they must suddenly “switch their identity from an athlete to a manager of foundation.” It is not only the baseball foundation, but also other sport foundations that are headed in the wrong direction due to their founders’ poor business acumen.

The project coordinator provided an in-depth explanation on how to collect funds and how to use that money. Since the foundation portrayed itself as doing good for children, it easily collected money from various sources. However, once the money was collected, “people try to make a huge profit using that money.” The Korean government officially certified the foundation as a designated organization, so people’s donations were tax deductible—making it even more attractive to donate.

First, people found that the foundation helps kids from multicultural family backgrounds. People donate money to help them, and also people want to listen more from him and share his thoughts. Once he puts money into his pockets, he uses money for making profit and even he has established an entertainment company. If you ask me to point out the biggest problem, I would say lack of human resources. Not only our foundation, but also other foundations do not have a CSR professional. Especially in Korea, we just borrow the format of corporate social responsibility but a systematic approach to CSR has not been established yet. It’s too early to borrow the concept without a professional who knows well about the concept of CRS.

The project coordinator was convinced that the contents inside of the CSR program were not advanced yet. “You know the funny thing is at least our foundation is evaluated as the best CSR organization in Korea. There’s no regulation for the CSR

activity, and even more people do not care what is really happening inside of the organization although they donate money.” It was suggested that a program to develop and strengthen human resources in the sport area should be set up. Additionally, the project coordinator held that people “should change their attitude about the CSR program. We are doing something good for children so please donate money? It should not be all. If they really care about children from multicultural families, people should become a watchdog and keep their eyes on the foundation.”

As the interview came to a close, the researcher asked the project coordinator what compelled the kids to stick with the program. “Simply because they love playing baseball.... If they just go to a playground at their school, they can easily play baseball. They don’t need to show up for the weekly training session.” The staff member cited baseball equipment as a main reason that children keep coming to the program. “You know the nature of baseball? Baseball could be an obstacle to participation for a range of children from a family of low socioeconomic status because of the baseball equipment such as a glove and a bat. Consequently, the cost of playing baseball is an absolute barrier for those kids.” However, all such equipment is provided them for free once they become a member of the foundation. The project coordinator underscored the fact that this “has not happened without a cost.” That is, the manipulated children had already paid a certain price for the provided equipment by letting the foundation use their pictures for promotional purposes. They attended events for sponsoring companies to have their pictures taken with the companies for their media publications. “Before joining the program, participants and parents were informed that videoing or

photographing the children could happen. Not only the parents but also the children know that they are being used to let people know about the foundation.” The project coordinator’s final comment explained well how CSR was implemented and what CSR really meant. “Do you think they are just kids? They know everything. Although they know they are being used, they keep coming to the sessions because it’s free education with free equipment. Companies and foundations all know what CSR is all about and how they can take advantage of it, yet they all pretend not to [know].”

The parents’ interviews revealed some negative aspects of the program. The baseball program gained notoriety via media coverage; the general public became familiar with the programs’ name and the racial attributes of its participants. Parents related stories in which wearing the team uniforms allowed people to identify the children as being multiracial. This contributed to a feeling of separation and alienation from mainstream society among the children. One Chinese parent, Bokyoung, said:

Even though my son does not have any difference in physical appearance, he suffered discrimination due to his different accent when speaking in Korean. Besides his different accent, multicultural kids are provided special educational opportunities such as after-school programs or special classes such as the baseball program. Since the program targets multicultural kids, his teacher recommended him for the program. I appreciate the special program and the special classes for kids, but it can cause an unexpected negative result as well. I have a Chinese friend living in Korea and she said the same thing that I told you. Actually, there are many after-school programs for the children from a multicultural background, but these programs run separately from ordinary Korean children. Once the kids take part in those programs, it automatically gives them a stigma signaling, “We are different.” At first, I kind of worried what if my kid felt he is different from other kids by attending this program. However, now most of his classmates want to become a close friend with him.

Another parent, Ahyoung, described her son's actions while making the journey from the training facility back home:

After the training, my son wants to change his uniform saying that he doesn't want to get people's attention by wearing the uniform with the foundation's name on it. Then, we should stop by a toilet to change his clothes. I did not know before he mentioned it but now I understand what he means. Since people are aware of this foundation, my son does not want people asking him about the program, training sessions, and especially about his cultural background.

The parents' mixed feelings about the participants being identifiable by their uniforms is representative of the emotional dichotomy that exists at the heart of the program. On one hand, the kids wear the uniform with pride at school. On the other hand, when wearing the uniform on public transportation they are not pleased to be identified as a multicultural child. Some of the kids expressed discomfort and embarrassment with wearing the uniform. Taeyoung said:

I would not wear this uniform to school. I am sure friends would make fun of me. They always make fun of me due to my appearance. They call me Russian. Do you know my mom is Russian? And I don't want to speak in Russian because you must be laughing at me. I will only speak in Korean.

Joonho felt a sense of self-consciousness when wearing the jersey on public transportation.

Yes, but I don't want to wear this uniform to the training. I use public transportation to get here and people keep asking me about this team. I don't like people looking at me in a public space. They should not have been staring at me but people always do. Even some people try to talk to me although I don't wear the uniform due to my appearance. I look distinguished because of my skin color. What would happen if I wear the uniform?

It is interesting to note that wearing the uniforms made the children feel self-conscious and uncomfortable because doing so specifically identified the children as being associated with a multicultural program.

As indicated in the parents' interviews, the participating children also mentioned that the founder of the program is not only viewed as a motivator and/or a role model, but he also came in for criticism for his lack of participation. The interviews revealed that the children were excited about the opportunity to train with the founder, who was a famous former baseball player from the major leagues. At the beginning of the season, he would show up on a regular basis. Later in the season, however, he stopped showing up, according to the children. Hyungtae commented concerning the founder's participation, "Well, he used to show up at the beginning of this semester, but I haven't see him recently. I guess he must be busy with his work. I wish he could join the training more often."

In general, the children were excited about the opportunity to participate in a program that was associated with a former major league baseball player. Still, a recurring complaint was his appearances at the beginning of the program or when the media was present. The general sense among parents was that the founder was neglectful and was only involved with the foundation for publicity.

Jiyeon's characterization of the founder's involvement was typical of how some of the parents felt:

At first, when the program was about to start, he used to show up every two weeks but now I can't even remember when he came to the training. Whenever he showed up, he was a great motivator. I know he must be busy with other

schedules but I hope he attends the session on a regular basis. Recently, he came to see the children with a broadcasting team for publicity. I understand it would be important for him to get more media exposure, so we hope more media want to interview him and also the children. The day when the founder visited the kids, my son could not even get to sleep until very late because he was so excited. Actually, since the foundation bears his name, the kids expected to meet him every Sunday. The kids are that innocent.

At the same time, some of the parents were not even familiar with the founder. Danyoung, said, “Actually, we did not even know who the founder was. After joining this program, I searched for his name. We finally figured out how famous he was when he was a baseball player. Although he is retired, many fans still support him. We feel good about it and we are thankful for the opportunity and the program.” The general sentiment regarding the founder was thus mixed; parents were pleased to have their sons participate in the program but disappointed with the founder’s neglect.

The parents expressed numerous concerns about various aspects regarding the management and administration of the sport program. These concerns included complaints about the location of the training facility, the frequent changes in training locations, the inappropriate style of the player uniforms, and the inadequate nutrition during training sessions. Some parents said that they were willing to pay for new uniforms and even helped fund the rental of a more convenient facility location; however, the general feeling among the parents was that they should not complain to foundation officials because the program was being offered free of charge.

The remote location of the training facility was a common point of contention for many of the parents. A typical complaint concerned the lengthy commute to the

training facility, for many participants two hours each way. One parent, Ahyoung, stated:

Now I have gotten used to it but actually it is not that easy to come out every Sunday. For people who have a car it would not be that difficult to come. But for us, since we come here using public transportation, it takes two to three hours. Since the training is held every Sunday, the transportation gap that exists between trains is longer than on weekdays. Once we miss a train, we have to wait normally 20 minutes.

Adding to their frustration was the fact that the foundation frequently changed venues for the Sunday training session. Ahyoung described:

At the beginning of this program, the stadium for training kept changing. We were informed by a text message. Since the foundation does not own a stadium for practicing, we traveled to different stadiums for practicing. I even heard that the day could change to Saturday from Sunday. If the training would be held on Saturday, I would not come, which means my son should drop this program. I guess it all happens because of the uncertainty of a training venue. Actually, we were not allowed to use this stadium at first but we finally could use it simply because the founder knows the head coach of this team. Which means we would be asked not to use this stadium if the team has a training scheduled on Sunday. Since we are supposed to use this stadium, only when the team does not have a training schedule, we should pay attention to see how the wind blows.

One parent, Kyung, not only commented about the instability of the training location, but she also expressed disappointment in the fact that training was sometimes held indoors as follows:

As I said, for us it normally takes two to three hours to get to the stadium. I am fine with the long trip because I can take a rest during the training. However, right after the long trip my kid takes part in the five-hour training program. Sometimes, we got a text message, which announced the training was cancelled due to heavy rain on the way to the training. At that time we got back home. Since we don't have a car, it's hard for us to use public transportation for two to three hours. It would be good if we had an indoor stadium. Then, we wouldn't need to worry about cancellation even in cases of heavy rain. Especially in summer during a long rainy season, the trainings were held in an indoor rugby training room. In case of rain or excessive heat or cold, we don't have any place

to train. All we can do is to wait for the foundation's text message. In case of heavy rain, the indoor program could be a last-minute plan so that the indoor training is not as well-organized as the outdoor training.

One troubling aspect of the management of the program was the communication between the foundation and the parents. Some parents complained that the lack of frequent updates to the foundations' website resulted in poor communications.

Hayoung said:

I would like to mention the news updating on the official website of the program. Even at the beginning of this semester, the foundation promised us to use the official web page to be a communication resource. It used to be a great communication tool among parents, staff, volunteers, and coaches. The webpage actually provided better communication with the foundation. And, it was a great tool to see any upcoming news. Actually, my son seemed to be excited whenever he checked some pictures taken during training sessions. I could see what happened and I could also expect what event would be coming by checking the web page periodically for any upcoming news. However, the foundation seems to not pay attention to it recently. I feel sad since the foundation has become neglectful of the program. For the foundation it might be a small thing but for us and for our kids, updating the web page means a lot. The web page gives [the kids] more of a sense of belonging so I hope it is updated on a regular basis.

At the beginning of the training sessions, in March, the players were issued brand new uniforms that were designed for cold weather. As the weather got warmer throughout the year, the players continued to wear the same uniforms, prompting complaints from some of the parents. Typical of this was Hayoung, who commented:

I also want to discuss the uniforms. I'd rather pay even a small portion of membership fees even if it would not cover the all expenses. You know what, since we don't pay anything for the program, we cannot speak up. Concerning the uniform issue, we have been informed that the foundation would provide a summer uniform. When the program started, it was the winter season so the children only got a winter uniform. However, as the summer season comes, the children suffer from the hot and humid weather wearing a winter uniform. Recently, the average temperature is above 30 degrees Celsius. They wear the

thick uniform all year round whether it's cold or hot. When they train in hot weather wearing the winter uniform, I can tell they suffer heat exhaustion. You know training in hot weather can be dangerous for children, but even worse they train wearing a thick uniform. Also, they should be well taken care of under the hot weather conditions, but things are the same no matter what the weather is like. I even worried what if the training leads them to dehydration. If the foundation cannot afford a summer uniform, I hope the foundation just provides t-shirts to the kids. Otherwise, we are willing to pay for summer uniforms if needed. I understand that the foundation does not want the parents to pay for the program, but the foundation needs to be honest, at least to the parents. If they suffer from financial difficulty, I guess the foundation can ask the parents for help. They are too worried about offering a free program for the children, but if they were in financial difficulty the children would be the victims of that.

Parents also voiced concerns about aspects of the program such as the small portions of food provided during the Sunday training sessions. In one wide-ranging response, Hayoung, touched upon a variety of issues including the lack of nutrition. Her outlook was that the various shortcomings regarding the management of the program meant that the foundation was viewed as lacking sincerity and true concern for the children's welfare. This and other factors affected the morale of the players in a negative manner. Hyoung stated as follows:

It has been a few months since the program first started, but now I feel they lack sincerity compared to the beginning of this program. Actually, at first when the foundation had a meeting with the parents, they explained their vision by showing us an annual plan. Like the uniform issue, pre- and post-training meals should be modified. Only a little bread is given to the children after the five-hour training. Some mothers suggested to the foundation that we would like to bring some snacks for the team but the proposal was not adopted. These issues might be regarded as small things for the foundation but the kids might suffer from low morale.

Another point of concern was the lack of adequate accommodations for the parents at the training facility. A majority of the practice sessions took place at a military facility that had inadequate grandstands or seating available for the parents while

their sons practiced. Also, since baseball is played outdoors, participants are subjected to the weather conditions, and parents complained of watching practices in hot conditions. These factors, and again, the cold-season uniform were among the complaints voiced by Danyoung, the mother of a 4th grade son:

For me, I could not go through the training because it looks really tough. I should not complain about it but I feel sorry to see my son practicing when it is extremely hot. I even cannot bear the hot weather, although I don't even do anything. You know the facility does not provide any grandstands situated near the side of the field so I normally spend five hours in my car waiting for him. I always turn on the air conditioner while waiting for him. It would be nice if the foundation could use an indoor facility in case weather conditions are too bad to train outside. Look at them. They get trained wearing that uniform. When the program launched, it was the winter season so that the foundation gave us a winter uniform. They always wear the same uniform no matter what the weather is like. During the winter season, they looked really cold training outside. Some kids could not even grip the ball when it was cold.

The wide variety of complaints that the parents expressed in the interviews are dwarfed by the many praises that they shared. The overall tone of the interviews was that the parents had many concerns, yet they also disclosed that they were reluctant to complain directly to foundation officials.

4.3. PERCEIVED BENEFITS FROM THE PARTICIPANTS

In spite of these conflicting goals, and the difficulties, challenges of designing and implementing the program, did the participants perceive any benefits from the program? For the first research questions, “Do the CSR initiatives through sport benefit the participants?” it can be concluded that the foundation did display some of the characteristics of a socially responsible organization in some ways, but not in other ways. Another question that can be asked is: Do the socially responsible programs meet the

needs of beneficiaries? The results of the study provided keen insights into many aspects of the program. The interview with the program coordinator was the most revealing in that he exposed many of the truths about the inner mechanisms of the foundation. The interviews with the parents exposed both consternation and appreciation, pointing to a dichotomy, and the participant interviews, while mostly positive, did point up many of the shortcomings of the program from the children's viewpoint.

In the following section, accordingly, positive outcomes of the program will be discussed evaluating to what extent the program did produce a positive change in the attitudes and opinions of the participants. Also, the following section would review the results how the program meet the needs of the children, especially in the area of providing a sense of pride, sense of belonging, and opportunity to learn general etiquette.

4.3.1. Opportunity to increase sense of pride

Programs specifically designed for children in multicultural families are rare in Korea. One of the successes of the program was that it has provided an opportunity for multicultural families to participate in an organized group activity that otherwise would not be available to them. This is evidenced by comments from Bokyoung:

Since everyone around me knows I am Chinese, they try to introduce some programs for multicultural families. I got a phone call from [my son's] school asking him to register in programs for multicultural children. However, most of the recommended programs were held as a one-time event. The baseball foundation is the only annual program for multicultural children. Actually, right before we got a phone call from his schoolteacher, we were looking for a little league baseball team, as he really wanted to join. I guess he shows great enthusiasm because he really wanted to be a part of any team.

A similar line of thought was expressed by the program coach. The coach took part in the training session every week, closely communicating with the children. He also shared his opinions so as to help evaluate the program. The coach was first asked to describe how the program was going, based on his overall experience with it. The coach was struck by how the kids showed team pride, wearing a uniform to the weekly training. He pointed out that some students had to commute for more than two hours to get to the training stadium, but they all left home wearing the uniform. “I guess they can have a strong sense of belonging by wearing the same clothes to the stadium.... I mean, despite the long trip to the stadium.” The coach explained that the children looked after one another. He speculated the children’s behavior was a way of saying, “See, I am a member of the team.” The coach thought they would not do so if they felt ashamed of being a part of the team:

I think they all have “we-ness” mind. I guess that is the biggest change in the children that occurred after participating in the program. They will finally figured out that one small mistake would affect the big picture of the team. Actually baseball workouts focus on improving agility, strength, and speed. They have trained for six months already so that they have improved their skills remarkably. At first, all they had was a doubtful expression on their face. They were not sure they could do it. To be honest, they all suffered from a lack-of-confidence at first. If they had not joined this program, they might have had difficulty attempting or trying anything new. Due to their cultural background, they would not try anything new, thinking they would fail if they tried. Some children seemed to regard themselves as being inferior to others around them. However, I guess the training has increased their self-esteem and enhanced their self-confidence. It becomes their big motivation. They have a big sense of belonging. I can tell that they now have a “I-can-do-it” mind. I think it is a great achievement.

Besides their improvement in self-esteem, the children showed great improvement in team cooperation. The coach highlighted that the program provided opportunities for cooperation with other teammates. Although the team had not had any matches against other teams, it was explained that they had several mini-games dividing the team into two teams. Whenever they had mini games, “They tried to accomplish something as a team. They shared the same goal, which was winning a mini game.” He further described, “It might be difficult to measure how big the benefits they have received from this program are but I can tell they have improved their sense of belonging, team spirit, and self-concept.” In order to explain their accomplishments, he took an example of a rule that some children made at the beginning of the semester. He stated:

At first, even when the program was about to begin, some children made and enforced a rule that younger kids could not eat snacks near them. Older players who made the rule said, “You are not allowed to eat here,” Go away and sit with other guys.” The younger children, I mean those who were 1st to 3rd graders, could not sit with them or sit next to them, although the seats were empty. However, that has changed.

The interviews with the parents also explained the sense of pride among the children. Some students were so proud to be involved in the program, they wore the baseball uniform to school, attracting the envy of some of their classmates. One mother, said, “At first when he told his classmates that he joined the baseball club, his classmates had their doubts about it. Even when he began to join the program, the founder was starring in many TV comedy shows. For his classmates, the founder is a big celebrity, so playing in the baseball foundation made my son become the envy of his classmates.” In another case, the envy was extreme.

One of his classmates was so jealous of him so he called the foundation and begged them to allow him to join the program. The funny thing was that he lied to the staff of the foundation that he was from a multicultural family. You know what, his parents are both pure Koreans. Now he seems like he has more pride in himself than before joining this program. And now he knows what he wants to do. His teacher even told me he speaks up during group discussion in a class. Actually, my sons never spoke up before because he was afraid that what if his classmates judge him for saying something wrong or saying something different from them. Things are totally changed, so his classmates even tell him “I envy your multicultural family background.” I am pretty sure the baseball program has been helpful in developing the skills and confidence in him. He was shy about talking about his cultural background but now he talks about his culture and identity to his friends. I guess he gives lots of credit to the program because he has found out what he really wants through the program. The program gives him an opportunity to think, “Who am I, what could I do well, and what does my cultural background mean?” I deeply thank this sport program (Hayoung, the Chinese mother of 6th grader kid).

A theme that prevailed throughout the interviews was that the uniform symbolized belonging to a reputable organization. Changyoung, the Japanese mother of a 5th grader, said, “The most important thing for my son is the uniform; I mean at least for him. When he trains with friends from a similar family background wearing the same uniform, he feels closer to them.”

For Kyung, the sense of pride was brought on by the closeness he experienced with his teammates:

Actually, I would like to point out the sense of closeness I feel. Even at first when they were about to start this program, nobody even said hi to each other. However, they seem to have become close friends. I think the kids want to identify with specific groups of which they are members. I guess the program gives them “we-ness.” My son identifies himself as a part of the program. He has never been more proud to be a part of the team. Although he did not mention it was because of the members who are all from a similar family background, but I can guess it makes him feel good to be surrounded by friends from a similar family background. Anyway, boys always get along well in any

circumstances. Additionally, they could become close friends because they all have something in common, baseball.

The baseball program, by its nature, allowed the multicultural children to use sport as a means to better assimilate into mainstream culture. Identifying with a well-known sport figure also increased the children's pride. One parent, Bokyoung, said:

As sports have gained great attention, I think people look up to athletes or those who are playing a sport. You know, actually there are many programs out there for multicultural families helping them to settle into a new culture. I as a Chinese have joined a couple of programs but I guess this baseball program fits well due to the essence of sport. Sport itself has friendship, equality, and fair competition....As he become popular among his friends, some parents even called me asking to be a representative of the multicultural families....Other multicultural friends' mothers are also excited about my son's popularity after joining this program.

Finally, one parent, Kyung, related a story that is representative of the general sense of increased self-esteem among the participants: "I don't know what other people think about multicultural families but anyway my son showed increased self-esteem. I guess once my son has changed his attitude, it would also change other people's perspective of children from a multicultural family background." In general, the parents expressed gratitude for the program helping increase their sons' pride and feeling of self-worth.

Similar responses were recorded from parents of the participating children. In Korean society, multicultural families are traditionally viewed as outsiders. The participants in this program described the same sense of detachment that has been well documented in previous research. However, participating in the program provided

significant psychological benefits in that besides enhancing pride, it improved the children's sense of belonging. One mother, Bokyoung, said:

And you know what, I feel his personality has changed in a positive way since he started participating in the program. The regular practice sessions seem to help him feel better about himself. Especially since he has played baseball with other kids from similar backgrounds, I guess it has the added benefit of socialization. Even before joining the program, he looked rather crestfallen when he went to school. I thought his classmates could not recognize he was not Korean. I don't know how they knew it but all of them made fun of him at first, simply because he was Chinese. He used to be intimidated as kids from school used to call him *Chosunjok* (term for ethnic Koreans living in China). I appreciate this program since my son's personality has found its bright side. Now he is so proud of being a member of this program that he sometimes wears the uniform to school. Even his friends ask him to wear his baseball uniform to take a picture together with my son. ... Since the cap has the foundations' logo on it, he wants to let people know he is a member of the program.

4.3.2. Opportunity to increase sense of belonging

The interviews painted a picture of the program being successful, helping as it reportedly did increase the children's sense of belonging to the program. Like other team sport, baseball provides an opportunity for teammates to experience a sense of togetherness and belonging, and this situation serves as a good example of that. One child, Kangmin, described sense of closeness by answering for the question "Don't you have friends in school?"

Yes, I have friends [in school]. I have, but I only have two friends in school. They are not always kind to me. Sometimes I don't want to be friends with them... I don't know his name but I know his [uniform] number, number 18. I like him because he is always kind to me.

Minkyu, Sangho, Byunghoon, and Daeho also expressed happiness with finding new friends in the program.

Well, I have no idea whether or not I have changed after joining this program. I just play baseball to have fun and it's fun to play with friends here. If you want me to point out a good thing about this program, I would say I have made some close friends here.... I wish we could meet up more than once a week. I would love to play with friends here more often. I wish I could meet them every day. (Minkyu)

Before I joined this program, I used to play with my school friends but since I joined this program I don't play with them. I like my friends here better because I am closer with them, even though we only meet once a week. (Sangho)

The best thing with this program is playing with friends. Although, we all go to different schools, we have become close friends as we practice together every Sunday. Even though we cannot meet during weekdays, we can send text messages to each other. (Daeho)

One interviewee, Kangmin, spoke of enjoying the spirit of teamwork during the training sessions.

Well, I guess we have team spirit. We know each other well and we have trained together for more than one semester. We know who is good and who is not good enough so we have an advantage when building a strategy. We can be united well because we are all friends (Kangmin).

After explaining that the children showed great achievement in their sense of belonging, the coach noted how hard it was for them to be in harmony. "You know, each man has a character of his own. It is same with the children. They all have their own unique character. You know what, short people are normally friends with short people like birds of a feather flock together. It is the same in here." Despite the sense of team unity, the coach mentioned that children on the team fall into one of two main groups, according to their baseball skill level. Also, they become friends with those who live close-by or with someone from a similar socioeconomic background. However, he evaluated this phenomenon positively, saying, "I think it might also be good for the children since someone who belongs to the inferior group could be motivated. He wants

to belong to the better group of the team. It eventually becomes a motivator, which makes them have a goal to achieve.”

An unintended outcome of participating in the program was increasing sense of belonging to own family. Indeed, the great amount of time families spent travelling to and from the training facility and practicing together made such a result seem inevitable. Many of the parents said that embracing a sport, in this case, baseball, engendered a sense of common ground. Family members were compelled to learn the rules of baseball and become familiar with the equipment and uniforms required to play the sport. One parent, Danyoung, displayed excitement for other sports as she described how it provided a chance for her family to find common ground in an activity outside of home.

I even asked him to play soccer or something else but he only loves baseball. He even asked me, “Do you know how awesome it is to play baseball with friends?” He loves the feeling when he plays baseball in the same uniform. Actually, baseball is an extremely exciting sport because no one can correctly predict the exact result till the 9th inning of the game. I knew nothing about baseball but recently I tried to learn how to play and how to score a baseball game. My son always watches baseball games on television, and we started watching together. Actually, baseball gives us common-ground small talk that can transcend even a gap between parents and kids. We even plan to visit a baseball stadium to watch a game together. It would not have happened if my son did not join this training program.

The spirit of family togetherness was enhanced by the opportunity for parents to participate with their children in events such as Children’s Day, where one of the activities was letting parents throw a baseball to measure the speed of the pitch.

Bokyung shared her story:

Do you remember Children’s Day? Parents had a kind of baseball pitching competition. The coach measured the speed of a pitch using a radar gun. I had so much fun and my two sons kept talking about the contest on the way back

home. They were so excited. I asked them “Were you ashamed of me?” The answer was “No, you did really well.” I guess the weekly training itself is good but some special program for a family gathering is good for us as well. They were proud of me, as my pitch was the second fastest one of all the participating mothers.... Actually, baseball becomes our family sport so that we finally found a common interest. To be honest, I did not give too much meaning to this program but now I have totally changed. The program has a special meaning, at least for our family.... However, [our children] seem like they have gained self-confidence after joining this program.

During the training sessions, a significant amount of time is spent waiting. Dealing with this down time also contributed to a sense of togetherness among the participating families. Kyung, the Russian mother, said, “Well, honestly this program has provided me an opportunity to hang out with mothers from a similar background. I can share my difficulties of living in Korea with other moms. I guess this program helps the children find a sense of belonging.”

In addition to the weekly baseball training sessions, the foundation used a website to foster community. The coach said the foundation every month uploaded team news on the foundation website. “If their news is publicized on the website, their desire to win would become bigger and bigger. And at the same time I believe that the bond of teamwork among the children would be strengthened.” At first, it would be difficult to win over other teams due to a lack of training sessions, but he emphasized that “winning is secondary and educational purpose is the main part of the match.” He planned to have a match against another team, expecting the kids to show a significant improvement in their attitudes. He also expected they would try to learn more and try to know more by participating in a match.

Sport in general has displayed a capacity for bringing together various factions such as communities, teammates, and even nations. On a smaller level, this program has been successful in bringing the participants' families closer.

4.2.3. Opportunity to learn general etiquette

One of the stated goals of the program is to teach the children some basic manners. The coach stated, "As Taekwon-do does, we also try to teach the children general etiquette such as using proper language and respect for others. Accordingly, the practice begins with etiquette. Once they are familiar with general etiquette, I guess it would be helpful to build a sense of teamwork." He said the children had shown great improvement since the beginning of this program. They had all been in disorder at the beginning, but now kept order and followed general etiquette well. He gave credit to "a sense of teamwork" saying that "a sense of teamwork gets stronger as they have trained and prepared for the game together."

He noted positive influences on the children. "I guess the children could learn manners and rules by participating in the program. For example, as I said, older players asked younger players not to sit next to them. It could be bad for some younger players but other rules made by older players have been kept well by the team members." He explained that he was strict about rules so that the children tried to follow them. The rules included their being on time for training and standing in line as they waited their turn to hit the ball. He emphasized how important these rules were for the children to learn manners and etiquette. He also stressed the effectiveness of education by applying

it to sport. “I think these kinds of rules are inevitable among the kids, especially in the case of baseball since interaction with each other is an important factor. As the younger kids follow and keep the rules within a context of sport, it might effectively create and develop group cohesion.”

Chapter 5: Discussion and Conclusions

5.1. OVERVIEW OF THE STUDY

The purpose of this study is to determine if a sport-based corporate social responsibility program provides discernable benefits to its participants. It also seeks to determine if the program meets the needs of the intended beneficiaries. Furthermore, it tries to see if the CSR program through sport is not misused as a PR strategy or a device to please shareholders. Two research questions were thus designed: Do the CSR initiatives through sport benefit the participants, and do the socially responsible programs meet the needs of beneficiaries?

The findings of this study have shown that the program did produce positive changes in the attitudes and opinions of the participants. In general, the program was well received by the participants and the qualitative results reveal positive changes in participants' opinions and attitudes. Also, the results indicate that the program met many of the basic needs of the children, especially in the area of providing a sense of pride. These positive aspects notwithstanding, this study found some of the foundation's promises went unfulfilled. Overall, the foundation on the surface seemed philanthropic, but in reality there seemed to be flowing a self-serving undercurrent. Behind the façade of the public-facing socially responsible program was the foundation's intent to exploit the children to bolster its own public image.

5.2. THE OVERALL EVALUATIONS OF THE STUDY

The overall results of the study offer up a compelling dichotomy. They paint a picture of a foundation with behavior proven to be socially responsible while also self-serving and slightly duplicitous. This study posed the question: “Does the CSR initiatives through sport benefit the participants?” The answer is yes, it does. The program was well received by the participants and the qualitative results demonstrate a positive change in their opinions and attitudes. The study posed a second research question: “Does the socially responsible program meet the needs of the beneficiaries?” On this question, the answer is a qualified yes, the program worked. In general, the program met many of the basic needs of the children, especially in the area of providing a sense of pride and helping them improve their baseball skills. However, the foundation made little effort to make good on its most important promise.

As noted, some of the participants felt that they were socially excluded because they wore their baseball uniforms on public transportation, thus they were subject to observers pointing them out. On the other hand, some of the participants were so proud of their uniforms, that they wore them to school even on days that they did not have practice. The fact that these children are multicultural in a homogeneous society means that they have already experienced exclusion even before participating in the program. The question of if they felt more excluded, less excluded or the same, after joining the program, varied depending on the child.

In fact, the foundation sometimes seemed to be a “two-headed beast.” Its stated objectives appear altruistic, but its actions, and perhaps more importantly lack of actions,

betrayed a concern for the children's welfare that was only skin-deep. Behind the foundation's façade was a founder who hoped to aggrandize himself by appearing to help children while profiting by such an appearance—attracting the resources of companies who also wanted to burnish their social image and then diverting the funds acquired to his [the founder's] for-profit purposes. The founder did just enough to ensure his foundation was viewed as socially responsible but not enough to operate a good quality program.

5.2.1. A dichotomy of give and take: What the CSR program gave

The program evaluation revealed that the CSR program did some good for the participating children. Fitting the description given in Smith and Westerbeek (2007), the program apparently offered an “ideal platform to encourage activity.” The program promoted the psychological well-being of the children and improved physical development as an ideal platform (Headley, 2004; Smith & Westerbeek, 2007). Although, the program itself did not provide any systematic training regimen to engender a sense of belonging among the participants, the participants themselves used this program as a stepping-stone to promote psychological well-being. The children, multicultural youths living in a homogenous culture, greatly needed psychological well-being. By playing baseball together on the same team, each child could see his role and see how the team functioned well when all participants worked as a team. Team members were widely dispersed across a field of play, with each child praised for his triumphs and admonished for his errors. This also supports the previous argument of

Levermore (2010) who found a positive relationship between CSR in sport and its function of encouraging social interactions.

The results of this study indicated that this CSR program offered an equal opportunity for all to be involved. Welford (2005) highlighted how important it is for an equal opportunity for all participants of CSR programs. The children made progress, learning to embody the spirit of fair play by complying with the rules of baseball. The spirit of fair play encompasses the idea of giving everyone who would like to participate in a sport the opportunity to do so. It was in this spirit that the foundation claims to have welcomed the kids. And learning this spirit of fair play through the baseball program ultimately made the kids feel they were on an equal standing with other Korean children (within the context of sport). This sense of equality could also change how others (including peers) perceive children from a multicultural family background. Therefore, the kids could raise their self-esteem by experiencing equal access to a sport that is for all members of society (Smith & Westerbeek, 2007).

The results of this study implied that the program provided chances to “introduce new cultural values in fun and interactive ways” through sport (Smith & Westerbeek, 2007). The interview data suggested that the program taught children general etiquette in fun ways. In the beginning stages, the children were all in disorder—failing to listen to instructions, doing as they wanted, and showing little courtesy to their instructors. By the end, however, they kept in line, listened to their instructors, and followed well the basic rules of etiquette. The children learned the rules of baseball and also many of the rules of social interaction. The program seemed to exemplify the observation that sport

is a microcosm of society. Participants learned how to interact with teammates and how to have fun while obeying the rules. As the younger kids trained themselves to follow the rules, they were able to see how such behavior helped develop group cohesion.

The program even helped bring the families of the participants closer together. It taught the participants a general sense of social etiquette and how to cooperate as a team. The result supported the work of other researchers (Morris, Sallybanks, Willis, & Makkai, 2004) that discussed the importance of social cohesion through sport's CSR programs. The data revealed that one of the prominent changes that the program produced in the participants was a sense of belonging. Most of the students interviewed, though not the 1st graders, said that by participating in this program they felt a sense of togetherness. One student spoke of the team spirit that sprung from such a sense of togetherness. This sense of closeness also emerged in the parents' interview data. One mother said that playing baseball made her son feel socialized with kids from similar backgrounds.

Another source of their sense of belonging was their sharing of a multicultural background. The participating children, fearing failure, were accustomed to avoiding trying anything new. Some of them, simply because they came from a multicultural family, seemed to regard themselves as inferior to others. The program brought together these formerly isolated children and revealed to them a group of others who also had a multicultural background. A final source of their sense of togetherness can be traced to their shared bond as teammates, which sometimes equated to bonding through suffering together.

By having their sense of belonging strengthened, participants' attitudes also improved. This improved attitude was likely due to each child recognizing that he was similar to a piece of a puzzle—a small part contributing to a greater whole. Each child could see how he depended on the others to be part of the team and how they likewise depended on him. This interdependence not only makes a healthy team, it also makes each individual have a more positive attitude about his participation. This finding corroborated previous research on the role of sport's CSR program in encouraging the involvement and promoting social interaction among participants (White, Duda, & Keller, 1998).

The program gave participants privileged access to a Korean celebrity—the former professional baseball player-turned-founder. Some of them were clearly thrilled, and even felt privileged, to meet close-up the baseball star when he came to the training session. Belonging to a team of his, the children may have regarded themselves as extraordinary, not because of their cultural background but because of their baseball skill and by belonging to a team associated with him. Indeed, this seemed to be a huge motivator for them to dream of the lofty goal of becoming a great baseball player. In spite of its shortcomings, the program had the potential to positively impact the participants.

The results support the work of other researchers (White, Duda, & Keller, 1998) in that it found the program enhanced participants' sense of pride. As sports, and especially baseball, have gained a great deal of attention in Korea, a growing number of people look up to professional athletes, with many young kids wanting to emulate them.

Some participants would proudly wear their baseball uniforms to school, even managing to elicit envy from some of their classmates. According to the parents, the program was thus able to increase their children's sense of pride.

The program's power to create a sense of togetherness extended beyond the baseball hopefuls and affected the families from which they were drawn. Most assuredly, it compelled family members to connect. As common a sport as baseball is, most of the participating parents were newcomers to the sport. Consequently, the program prompted parents to interact, through baseball, with their teenage children. Many of the parents explained that baseball had provided a common ground on which family members could renew their relationships. While one mother resented the long commute to and from the training facility, she ultimately came to see this aspect positively. The commute increased her family's togetherness as they used that time to talk about things they had in common, such as baseball.

The five-hour training sessions could be grueling for parents who could do nothing but stand around and watch. And they complained of it. Still, because of this, they had a chance to get to know parents from similar backgrounds. In fact, baseball and the families' cultural backgrounds generated a sense of family between the parents. Furthermore, the parents were pursuing the same goal: supporting their children's dream of being a big league baseball player. This common pursuit helped the parents find a sense of belonging as they shared with one another their feelings and thoughts about their children's goals. Even in their complaints about many aspects of the program, parents also felt united. And the training sessions were a favorite time for them to vent such

feelings, as they would not dare complain directly to the foundation as it was was offering the program free of charge.

5.2.2. The dichotomy of give and take: What the CSR program took

The overall results of the study indicated that the program manifested the good and bad sides of a socially responsible program. One of the main problems of the program was rooted in its approach to recruiting players. One of the basic desires of the children was to receive the necessary training to become a professional baseball player. In its initial marketing efforts, the foundation suggested that providing just such a path was one of the key purposes of the program. This promise also happened to be a ploy by the foundation to garner financial support from sponsors. It was once the program started that the participants and families saw just how hollow this promise was. First, the program lacked any systematic training regimen; the coaching staff was highly inadequate; and no training manuals were ever drafted. Smith and Westerbeek (2007) emphasized that socially responsible sport should provide qualified coaches and leaders. Interviews with students turned up little evidence that such a decree was fulfilled by the foundation. Students reported attending a training session only once a week and never playing any other teams. Their skills were never tested in a real competitive setting. Hence, the participants kept repeating regular training unaware of either their strengths or weaknesses. These shortcomings by the foundation, intentional or not, seemed to be caused by lacking of “qualified coaches and leaders” and/or systematic manuals (Smith & Westerbeek, 2007).

For the stakeholders that engage in CSR programs, Welford (2005) suggested that socially responsible programs should provide policies on responding to stakeholders, including procedures for the resolution of complaints. While the current program certainly offered something good, the foundation failed to offer the policies to protect their stakeholders, especially the participating children and their parents. For example, the players received in the spring free uniforms and free equipment. With the arrival of summer's heat and humidity, the uniforms were stifling. Promises of lighter uniforms were never fulfilled.

Consider also the free instruction that the children received. The children learned how to play baseball, but the coaching was well below par. The players access to a free training facility involved traveling far to an out-of-the-way location. These were all criticisms that the parents spoke of amongst themselves but shrank from complaining of to officials, recognizing that participation was free of charge. Our findings, combined with previous research, strongly suggest that documented policies outlining their social obligations should be required of corporations conducting socially responsible programs through sport (Smith & Westerbeek, 2007; Welford, 2005).

The current study highlighted an important but often neglected aspect of socially responsible programs—a commitment to on-going and systematic education which makes their participants' dreams come true (Welford, 2005). A prime failing of the program was in its mission to be a stepping-stone for the children to become major league baseball players. The children entertained high hopes of such a destiny because the program's founder was a former baseball player. Yet the training regimen in place

was far too lax for there to be any hope that these participants could get on track to a career in baseball. Due to a shortage of staff, the participating kids were usually asked to do the same drills over and over. The kids did not possess the natural talent that could advance them to a high level and their skills, such as they were, were not being developed simply due to a lack of coaches and staff. Believing the marketing message that the program would groom the participants to be professional players may be the mark of a child's (or parents') gullibility. The foundation appears to have exploited such gullibility, luring children who feel isolated and using them as pawns for marketing. The children and the parents tolerated any exploitation because they were receiving free training, free uniforms, and free equipment from the foundation. Also, due to their age, some of the kids may not have even realized they were being exploited by the foundation. The program targeted children from multicultural families, and for the participating kids and parents that attention meant a great deal. The foundation's program, was for many of them, their only option for making their dream of being a big league baseball player come true. The dissonance between the foundation's promises and actions resulted in dropouts.

Another significant shortcoming of the program was its handling of the available funds, which appeared to be administered in a less than socially responsible manner. Concerning the financial aspect, results of the current study did not corroborate previous research. For example, it scholars have discussed that the governance processes of socially responsible programs should be transparent (Welford, 2005). Although it was not possible to quantify, the foundation appeared to provide the least amount of services

to the children at the lowest possible cost. Participants' answers were critical of many financial decisions made by the foundation, and these problems were associated with a lack of transparency. For example, the foundation selected a remote venue located on a military base so as to minimize their costs, showing little regard for the convenience of the participants. Also, the foundation maintained a skeleton crew of coaches and staff for the same reason. Coming down to the same money-saving motivation was the "one-size-fits-all" program, which was not segmented for superior or inferior participants.

This study found that the program was devoid of any documented policies to protect participants from any physical or verbal abuse (Smith & Westerbeek, 2007; Welford, 2005). This cleared the way for the foundation to select a child whose skin was dark to parade before a crowd for promotional purposes (The dark skin called attention to the boy's multicultural heritage). At the major league baseball game that the children attended, the dark-skinned boy was chosen by the foundation to throw out the first pitch. This child was also frequently showcased when the media was present. The boy was a "token" to the foundation, ostensibly demonstrating how the program benefited multiracial children. The program was originally designed only for 3rd graders through 6th graders, but the foundation saw its way to recruit 1st and 2nd graders, wanting to swell their ranks of multicultural-looking participants.

Additionally, the program typified many of the shortcomings that can be associated with a program that offers a free education. Since the program was free, the foundation never went out of its way to improve its quality, knowing the parents would not be bold enough to complain. That is, by making the program free, they, in a sense,

bought the beneficiaries' acquiescence. A free education should thus be viewed with caution. This sort of miserliness is a definite shortcoming of this kind of social responsibility.

The prime shortcoming of the program, however, is that it failed to even try to be a bridge for the children to become a major league baseball player. Such a dereliction of its mission can seem rather cruel, as the foundation deliberately set up children's hopes, making them seem slightly more realistic by granting them the proximity it did to a beloved former baseball player. The foundation left itself vulnerable to being seen as a misuser of children as marketing tools. Some students and parents claimed the program led the children in the right direction. It could seem like it really satisfied the participants' needs by encouraging them to have a dream, but those dreams, it turns out, were founded on an untrue, or at least unrealistic, pretense. This deception by omission is representative of how the organization operated.

The most generous way to sum up the relationship between the foundation and the participants is to characterize it as a relationship of "give and take." That is, as long as the families benefited from participating in the program, they could overlook the fact that they were, to some extent, being exploited and misused.

5.3. IMPLICATIONS

In many cases around the world, sport has provided outstanding opportunities for underserved and underprivileged children. Socially responsible programs have also provided innumerable benefits to those in need. Many lessons can be learned from

observing and researching how this particular foundation operated its baseball program. Although the program was designed to meet, to some degree, the children's needs, the foundation fell short in its duty to more strongly consider the needs of the family. For example, the foundation provided inadequate facilities for the mothers attending the training sessions to socialize with their peers, yet socializing is exactly what the mothers were expecting. In general, the foundation did not provide sufficient facilities, communications, or support to meet family needs. Practitioners of sport-related CSR programs need to engage in clear and honest communications with all of the stakeholders and consider the needs of all the participants involved.

A second implication is the need for future development of government-sanctioned CSR regulations. South Korea is not a highly regulated country and it is certainly without regulations in place to oversee corporate social responsibility. Consequently, the foundation, unfettered by oversight, was free to operate in any manner they desired. Their donations they could allot in any manner they deemed appropriate and in general conduct their operations as they pleased. One possible solution that became apparent during the course of the interviews and observations is the following. Organizations involved in a socially responsible program should hire a specialized professional with an educational background in social responsibility to oversee the CSR program and serve as an advocate for the beneficiaries. In addition, foundations should be required to disclose financial information to corporations to both participants and government entities, and the government should establish clear guidelines, regulations, or laws addressing CSR-related operations.

Another suggestion for the leadership of the foundation is to increase the playful aspects of the program for the participants to augment the development of their creative powers. Bowers (2011) posits that participating in sport can be considered a type of developmental play and that this form of play is conducive to developing creativity in adulthood. Thus, participating in a sport program can help foster creativity, as long as the playful aspects of participation are emphasized.

The program is asked to provide more opportunity to improve the sense of belonging. One way to improve the sense of belonging among the participants is to ensure they are included in classroom situations or activities with mainstream Korean kids. Also, another solution would be to include mainstream Korean kids in the program, or arrange a baseball game against a team of mainstream Korean kids.

Another approach to managing the program would be for the foundation leadership and coaches to change their mindsets regarding the participants. That is, the leadership should adopt a paternalistic attitude in which they take on the mindset of treating the children as a “paying” customer, rather than an altruistic attitude of “we’re helping them.”

A final requirement is to discern “good Samaritans” from “bad Samaritans.” This can be done by implementing some type of measurement for results. In the past, researchers have focused on the measurement of financial benefits and/or losses associated with CSR programs (Rowley & Berman, 2000; Walsh, Weber, & Margolis, 2003) and stakeholder responses to CSR efforts or the lack thereof (Auger, Burke, & Louviere, 2003; Bhattacharya & Sen, 2003; Brown & Dacin, 2003; Lafferty &

Goldsmith, 1999). Without a proper tool to measure results, Bad Samaritans might misuse socially responsible programs. Today, there are certainly lots of companies that strive toward serving the public in the best way possible in the belief that good ethics is good business (Nash, 1981). Those companies whose philosophy is “Do as we say, not as we do” act as bad Samaritans, taking advantage of vulnerable others. Good Samaritans provide help to anyone in need, even a complete stranger. Bad Samaritans act out of pure self-interest, though they are careful to hide their intentions so as to gain the trust of their victims. In an ideal world, people involved in socially responsible programs would always act like good Samaritans. In the real world, however, some just don a mask of altruism while acting like bad Samaritans behind the scenes. A measurement tool should be deployed to fathom their intentions and reveal their hidden agendas. Without implementing a proper measuring system, bad Samaritans will be free to befriend and offer targeted beneficiaries their assistance to win them over, while surreptitiously using them. The hapless “good guys”—the participating children and the parents in the current study—are ill-equipped to catch on until it is too late to do anything.

5.4. LIMITATIONS/FUTURE RESEARCH

As with any work that includes qualitative research, this study has some limitations. For instance, during the process of conducting the qualitative research, there were some limitations regarding the interviews. Whereas the parents provided comprehensive responses filled with details and opinions, the children tended to supply

“yes” or “no” answers, providing no details. While some of the mothers expressed their opinions candidly, others were very guarded and appeared to be hiding their true feelings. It should also be noted that the level of candor varied by the ethnicity of the mothers interviewed. The Chinese mothers, for instance, tended to be honest and open with their opinions, whereas the Japanese mothers were quite reserved and not forthcoming. Another limitation is that all of the parents interviewed, except for one, were mothers. Mothers, not fathers, were who tended to accompany the children to the training sessions.

The researcher had a limited access to the parents so that only nine parents were interviewed. It was because a number of parents had doubt about the researcher’s affiliation with the foundation. In addition, there was not complete access to the parents because typically only three of four parents attended each practice session.

Another limitation is that some parents were suspicious of the researcher’s presence. People suspected that she was somehow connected with the foundation. Also, the foundation occasionally treated the researcher as an unwanted outsider. For example, the coach seemed to prefer the researcher be absent from the training sessions, and with one exception, the foundation’s staff provided a low level of cooperation. This may have been due to the fact that the staff members were unfamiliar with doctorate-level research and could not appreciate the amount of information gathering required to conduct a comprehensive study. The Korean culture is such that information is not easily shared with an outside entity and outsiders are often viewed with suspicion and receive little cooperation.

One other overall limitation is that the range of subjects serving as the basis for this analysis was extremely narrow. Only a single CSR program in a single country was observed and analyzed, so the results cannot be generalized to all global CSR programs. Another limitation is that this program was quite new, having been established only in March of 2012. Thus the organization had had little time to develop a comprehensive system and curriculum.

It is suggested that further research be conducted in this area so that larger organizations, more comprehensive CSR programs, and a wider variety of geographies can be examined. Future research in this area should include a more comprehensive comparison between the children participating in the program being analyzed and children from the same ethnic background and who are involved in a similar program. This way, the effect on the beneficiaries would be more clearly defined.

5.5. CONCLUSIONS

Corporations do, in fact, have the capacity to engage in a sport-related CSR program that can provide measurable benefits to others. The essence of sport—fair play, physical activity, and participants' neutrality—makes it a desirable choice for those practicing CSR. That is, if a corporation uses sport as a vehicle for social responsibility, it can have a strong impact. In this way, the foundation sought to use two positive entities, sport and children. The foundation achieved what it wanted—positive publicity for the foundation and its founder. The children achieved what they wanted—an increased sense of belonging, an opportunity to improve baseball skills, and access to free

uniforms and equipment. The participants also improved their academic performance and got to bond with the founder. These positive attributes outweighed the negative aspects of the program.

Despite the positive results of the program, the program might still be considered a “necessary evil.” That is, in order to achieve an acceptable degree of social responsibility, the foundation forced the participants and their families to endure circumstances that were far from ideal. In addition, the participants knew they were being used as players in a marketing strategy; yet the situation, as far as they were concerned, was better than nothing.

Corporate social responsibility is built on the premise that an organization shall perform deeds that benefit a community. For large corporations, a CSR program can be funded through company’s profits. In this case, the foundation is primarily concerned with capturing funds for its program, as it cannot operate without a sufficient supply of self-generated funding. Thus, instead of existing as a CSR program that is a small part of a larger enterprise, the entirety of this foundation’s program is made up of socially responsible actions.

This CSR program encompasses a group of stakeholders that, according to stakeholder theory, can include the participants’ themselves. Although the current study showed a compelling dichotomy of good and bad, the program was responsible enough and workable enough to satisfy the participating children; it met many of the basic emotional needs of the children, especially in the area of providing a sense of belonging and of course it helped them improve their baseball skills.

According to the heroic model of moral leadership, true leaders make great sacrifices for the benefit of others. In truth, however, very few people would sacrifice their lives for a cause. Most of time, most people have a hard time solely acting in the interest of others. Those who do sacrifice for others are venerated. The men and women running corporations want to help others, but they also care about themselves. They have lives, interests, and commitments that they are unwilling to risk. Because they need to put food on the table, crusades and martyrdom are not options. We do not expect corporations to act like saints, but corporations are expected to be good Samaritans, helping anyone in need without asking for anything in return, especially under the name of CSR. These are the significant challenges of CSR programs: satisfying corporations and sponsors by conducting a CSR program while in no way taking advantage of, much less exploiting, the participants.

What can be learned from studying this program is that corporate social responsibility even when carried out by self-interest can provide benefits to society. We have also learned that the government should regulate these kinds of CSR programs to ensure that children are never misused or exploited by “Bad Samaritans.”

Appendices

APPENDIX A: ASSENT FOR THE CHILD PARTICIPATION IN RESEARCH (ENGLISH)

Title: Evaluating the impact of a sport-base corporate social responsibility program on multicultural youth in South Korea

Introduction

You have been asked to be in a research study about corporate social responsibility initiatives through sport. This study was explained to your mother and/ or father and she/he said that you could be in it if you want to. We are doing this study to evaluate the impact of sport-base corporate social responsibility program on multicultural youth in South Korea.

What am I going to be asked to do?

If you agree to be in this study, you will be asked to

- Answer questions about your sport experience.
- Answer questions about your personal experience of participating in the program.
- Answer questions about good aspects or bad aspects about the program.
- Answer questions about what you have learned and experienced throughout the program.
- Answer questions about any changes that occurred after participating in the program.
- Answer questions about how the program should be developed or modified.
- Answer questions about your attitudes towards this kind of program.

This study will take an hour and will include approximately 40 of other people in this study.

You will be audio recorded.

What are the risks involved in this study?

There are no foreseeable risks to participating in this study.

Do I have to participate?

No, participation is voluntary. You should only be in the study if you want to. You can even decide you want to be in the study now, and change your mind later. No one will be upset.

If you would like to participate, please sign and return a consent form to the researcher Chiyoung Kim. You will receive a copy of this form so if you want to you can look at it later.

Will I get anything to participate?

You will not receive any type of payment participating in this study.

Who will know about my participation in this research study?

The records of this study will be kept private. Your responses may be used for a future study by these researchers or other researchers.

Signature

Writing your name on this page means that the page was read by or to you and that you agree to be in the study. If you have any questions before, after or during the study, ask the person in charge. If you decide to quit the study, all you have to do is tell the person in charge.

Signature of Participant

Date

APPENDIX B: ASSENT FOR THE CHILD PARTICIPATION IN RESEARCH (KOREAN)

제목: 스포츠를 기반으로 한 사회 공헌 프로그램이 한국의 다문화 가정 어린이들에게 끼치는 영향 평가

소개

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귀하께서 본 연구 참여에 동의를 하신다면 아래와 같은 질문을 답해주셔야합니다,

- 스포츠 참여에 대한 귀하의 경험
- 멘토리 야구단 프로그램에 참여를 통한 귀하의 개인적인 견해
- 멘토리 야구단 프로그램의 좋은점과 개선되어야 할 점
- 멘토리 야구단 프로그램을 통해 배운점과 경험하게 된 점
- 프로그램 참여 이후 변화 된 점
- 프로그램 개선 및 수정 방안에 대한 의견 제시
- 이와 같은 다문화 가정 어린이들을 위한 스포츠 프로그램에 대한 귀하의 의견

이 연구는 최대 1시간이 소요 될 예정이며, 참여 인원은 40명 정도 예상됩니다.

귀하의 인터뷰는 녹음될 예정입니다.

이 연구 참여에 따른 부가적인 위험 사항?

본 연구와 관련된 위험 요소는 없습니다.

이 연구에 꼭 참여해야 하나요?

귀하의 본 연구 참여는 자발적인 의사에 달려있습니다. 귀하께서는 이 연구에 참여하지 않으셔도 되며 연구 시작 후 참여 도중에 참여를 그만두고 싶으시면 언제든지 참여를 중단 하실 수 있습니다.

이 연구에 참여 할 의사가 있다면, 이 동의서에 사인을 하여 연구자인 김지영에게 주시면 됩니다. 이 동의서의 카피본 한 부를 받게 될 것입니다.

연구에 참여하면 보상을 받게 되나요?

이 연구 참여를 통한 금전적인 보상은 없습니다.

제가 이 연구에 참여한 것을 누가 알게되나요?

이 연구 참여에 대한 것은 철저한 비밀로 보장 받게 됩니다. 본 어린이의 이 연구에의 참여는 연구 목적으로만 쓰여질 것입니다.

서명

아래 공란에 서명 하심으로써 귀하께서는 이상의 내용에 관하여 정보를 제공받아 자발적으로 본 연구에 참여하시겠다는 사실에 동의하시는 것입니다. 귀하께서는 서명하시기 전에 연구자에게 어떠한 질문이든 하실 수 있으시며 질문이 있으시면 언제든지 자유롭게 질문하실 수 있습니다.

연구 참여자 서명

날짜

APPENDIX C: PARENTAL PERMISSION FOR CHILDREN PARTICIPATION IN RESEARCH (ENGLISH)

Title: Evaluating the impact of a sport-base corporate social responsibility program on multicultural youth in South Korea

Introduction

The purpose of this form is to provide you (as the parent of a prospective research study participant) information that may affect your decision as to whether or not to let your child participate in this research study. The person performing the research will describe the study to you and answer all your questions. Read the information below and ask any questions you might have before deciding whether or not to give your permission for your child to take part. If you decide to let your child be involved in this study, this form will be used to record your permission.

Purpose of the Study

If you agree, your child will be asked to participate in a research study about corporate social responsibility initiatives through sport. The purpose of this study is to evaluate the impact of sport-base corporate social responsibility program on multicultural youth in South Korea.

What is my child going to be asked to do?

If you allow your child to participate in this study, they will be asked to

- Answer questions about their sport experience.
- Answer questions about their personal experience of participating in the program.
- Answer questions about good aspects or bad aspects about the program.
- Answer questions about what they have learned and experienced throughout the program.
- Answer questions about any changes that occurred after participating in the program.
- Answer questions about how the program should be developed or modified.
- Answer questions about their attitudes towards this kind of program.

This study will take an hour and will include approximately 40 study participants. Your child will be audio recorded.

What are the risks involved in this study?

There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?

Your child will receive no direct benefit from participating in this study; however, your child's participation will help to evaluate corporate social responsibility program using sport.

Does my child have to participate?

No, your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. You can agree to allow your child to be in the study now and change your mind later without any penalty.

What if my child does not want to participate?

In addition to your permission, your child must agree to participate in the study. If your child does not want to participate they will not be included in the study and there will be no penalty. If your child initially agrees to be in the study they can change their mind later without any penalty.

Will there be any compensation?

Neither you nor your child will receive any type of payment participating in this study.

What are the confidentiality or privacy protections for my child's participation in this research study?

This study is anonymous and pseudonyms will be used in all interview transcripts. All the personal information about the participants such as their name, e-mail address, telephone number, and audio-files will be destroyed once the interview audio files have been transcribed. If you choose to participate in this study, your child will be audio. Any audio recordings will be stored securely and only the research team will have access to the recordings. Recordings will be kept on a personal computer of the investigator and once the interview has completed all the information will be deleted permanently. The data resulting from your participation may be used for future research or be made available to other researchers for research purposes not detailed within this consent form.

Whom to contact with questions about the study?

Prior, during or after your participation you can contact the researcher Chiyoung Kim at 010-2060-9749 or send an email to teresakim80@gmail.com.

Signature

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow them to participate in the study. If you later decide that you wish to withdraw your permission for your child to participate in the study you may discontinue his or her participation at any time. You will be given a copy of this document.

Printed Name of Child

Signature of Parent(s) or Legal Guardian

Date

Signature of Investigator

Date

APPENDIX D: PARENTAL PERMISSION FOR CHILDREN PARTICIPATION IN RESEARCH

제목: 스포츠를 기반으로 한 사회 공헌 프로그램이 한국의 다문화 가정 어린이들에게 끼치는 영향 평가

소개

이 동의서는 귀하의 아이가 본 연구에 참여해도 되는지 귀하의 의사 결정 여부에 도움이 되고자 하는 목적으로 제공됩니다. 이 연구를 시행하는 연구자는 귀하께서 묻는 모든 질문에 답을 해드릴 겁니다. 아래에 주어진 정보를 잘 읽으시고 이 연구에 귀하의 어린이를 참여시키실 지 여부에 대해 결정을 내려주시면 됩니다. 귀하의 어린이를 이 연구에 참여시키시기로 결정하신다면 이 동의서는 귀하의 허가를 얻은 증명 서류로 보관 됩니다.

연구목적

귀하께서 동의를 하신다면, 귀하의 어린이는 스포츠를 통한 사회공헌 활동 프로그램과 관련한 질문을 받게 됩니다. 이 연구의 목적은 스포츠를 기반으로 한 사회공헌 프로그램이 한국의 다문화 가정 어린이들에게 끼치는 영향을 평가하는데 있습니다.

우리 아이는 어떠한 질문을 받게 되나요?

귀하께서 본 연구 참여에 동의를 하신다면 아래와 같은 질문을 답해주셔야합니다,

- 스포츠 참여에 대한 어린이의 경험
- 멘토리 야구단 프로그램에 참여를 통한 개인적인 견해
- 멘토리 야구단 프로그램의 좋은점과 개선되어야 할 점
- 멘토리 야구단 프로그램을 통해 배운점과 경험하게 된 점
- 프로그램 참여 이후 변화 된 점
- 프로그램 개선 및 수정 방안에 대한 의견 제시
- 이와 같은 다문화 가정 어린이들을 위한 스포츠 프로그램에 대한 어린이의 의견

이 연구는 최대 1시간이 소요 될 예정이며, 참여 인원은 40명 정도 예상됩니다.

귀하의 인터뷰는 녹음될 예정입니다.

이 연구 참여에 따른 부가적인 위험 사항?

본 연구와 관련된 위험 요소는 없습니다.

연구 참여에 대한 보상?

본 연구 참여에 따른 직접적인 보상은 없지만 귀하의 본 연구 참여를 통해 이와같은 스포츠 사회공헌 프로그램 발전에 큰 도움이 될 것입니다.

반드시 참여해야 하나요?

귀하의 어린이의 본 연구 참여는 자발적인 의사에 달려 있습니다. 귀하의 어린이는 이 연구에 참여하지 않으셔도 되며 연구 시작 후 참여 도중에 참여를 그만 두고 싶으면 언제든지 연구를 중단할 수 있습니다. 연구 중도 포기나 연구 참여 거부와 관련하여 귀하와 오스틴 텍사스 대학과 아무런 연관이 없음을 알려드립니다.

아이가 참여를 원하지 않으면 어떻게 하나요?

귀하의 참여 이외에도 귀하의 어린이도 본 연구 참여에 대해 동의를 해야 연구가 이루어 질 수 있습니다. 귀하의 어린이가 본 연구 참여를 원하지 않는다면 연구에 참여하지 않아도 되며 그에 따른 부차적인 패널티는 없습니다. 만일에 귀하의 어린이가 본 연구 참여를 원했다가 나중에 마음을 바꿔도 언제든지 연구 참여를 중도에 그만둘 수 있습니다.

참여를 통한 보상?

이 연구 참여를 통한 금전적인 보상은 없습니다.

우리 아이가 이 연구에 참여하게 되었을 때 사생활이나 개인의 신상 정보는 어떻게 보호됩니까?

본 연구는 익명으로 진행 될 예정이며 모든 인터뷰에 사용되는 이름 역시 가명으로 쓰여질 예정입니다. 연구 참여와 관련된 모든 개인 정보, 예를 들어 이름, 이메일, 전화번호 등은 인터뷰가 끝난 즉시 바로 폐기될 예정입니다. 귀하께서 귀하의 어린이의 연구 참여에 동의를 해주신다면 어린이의 인터뷰 내용은 녹음 될 예정입니다. 녹음된 인터뷰는 연구자의 개인 컴퓨터에 보안이 설정된 상태에서 저장 될 예정이며 연구자 이외에 그 누구도 오디오 파일에 접근 할 수 없습니다. 연구가 끝난 직후 모든 오디오 파일도 영구적으로 삭제될 예정입니다.

본 연구와 관련한 연락사항

연구 전, 후, 그리고 연구 중 궁금한 사항이 있으시면 언제든지 연구자 김지영에게 연락하시면 됩니다. 전화번호는 010-2060-9749 이며 다음과 같은 주소로 전자 메일을 주셔도됩니다(teresakim80@gmail.com).

서명

아래 공란에 서명 하심으로써 귀하께서는 이상의 내용에 관하여 정보를 제공받아 귀하의 어린이의 본 연구 참여에 동의하시는 것입니다.

귀하께서는 서명하시기 전에 연구자에게 어떠한 질문이든 하실 수 있으시며 질문이 있으시면 언제든지 자유롭게 질문하실 수 있습니다.

어린이 이름

보호자의 사인

날짜

연구자의 사인

날짜

APPENDIX E: CONSENT FOR THE PARENTS PARTICIPATION IN RESEARCH (ENGLISH)

Title: Evaluating the impact of a sport-base corporate social responsibility program on multicultural youth in South Korea

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. The person performing the research will answer any of your questions. Read the information below and ask any questions you might have before deciding whether or not to take part. If you decide to be involved in this study, this form will be used to record your consent.

Purpose of the Study

You have been asked to participate in a research study about corporate social responsibility initiatives through sport. The purpose of this study is to evaluate the impact of sport-base corporate social responsibility program on multicultural youth in South Korea.

What will you to be asked to do?

If you agree to participate in this study, you will be asked to

- Answer questions about your sport experience.
- Answer questions about your personal experience of participating in the program.
- Answer questions about good aspects or bad aspects about the program.
- Answer questions about what you have learned and experienced throughout the program.
- Answer questions about any changes that occurred after participating in the program.
- Answer questions about how the program should be developed or modified.
- Answer questions about your attitudes towards this kind of program.

This study will take an hour and will include approximately 40 study participants.

Your participation will be audio recorded.

What are the risks involved in this study?

There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?

You will receive no direct benefit from participating in this study; however, your participation will help to evaluate corporate social responsibility program using sport.

Do you have to participate?

No, your participation is voluntary. You may decide not to participate at all or, if you start the study, you may withdraw at any time.

If you would like to participate, please sign and return a consent form to the researcher Chiyoung Kim. You will receive a copy of this form.

Will there be any compensation?

You will not receive any type of payment participating in this study.

Whom to contact with questions about the study?

Prior, during or after your participation you can contact the researcher Chiyoung Kim at 010-2060-9749 or send an email to teresakim80@gmail.com.

Participation

If you agree to participate, please sign and return a consent form to the researcher Chiyoung Kim. You will receive a copy of this form.

Signature

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

Printed Name

Signature

Date

As a representative of this study, I have explained the purpose, procedures, benefits, and the risks involved in this research study.

Print Name of Person obtaining consent

Signature of Person obtaining consent

Date

APPENDIX F: CONSENT FOR PARENTS PARTICIPATION IN RESEARCH (KOREAN)

제목: 스포츠를 기반으로 한 사회 공헌 프로그램이 한국의 다문화 가정 어린이들에게 끼치는 영향 평가

소개

이 동의서는 귀하께서 본 연구에 참여하실지 의사 결정 여부에 도움이 되고자 하는 목적으로 제공됩니다. 이 연구를 시행하는 연구자는 귀하께서 묻는 모든 질문에 답을 해드릴 것입니다. 아래에 주어진 정보를 잘 읽으시고 이 연구에 참여하실지 참여 여부를 결정하시기 전에 질문이 있으시면 언제든지 연구자에게 질문해 주시면 됩니다. 귀하께서 이 연구에 참여하고자 결정을 내리셨다면, 이 문서는 귀하의 본 연구에 대한 참여 동의서로 사용될 것입니다.

연구목적

귀하께서는 스포츠를 통한 사회공헌 활동 프로그램과 관련하여 질문을 받게 되실겁니다. 이 연구의 목적은 스포츠를 기반으로 한 사회공헌 프로그램이 한국의 다문화 가정 어린이들에게 끼치는 영향을 평가하는 데에 있습니다.

귀하께서는 다음과 같은 질문을 받게 됩니다.

귀하께서 본 연구 참여에 동의를 하신다면 아래와 같은 질문을 답해주셔야합니다,

- 스포츠 참여에 대한 귀하의 경험
- 멘토리 야구단 프로그램에 참여를 통한 귀하의 개인적인 견해
- 멘토리 야구단 프로그램의 좋은점과 개선되어야 할 점
- 멘토리 야구단 프로그램을 통해 배운점과 경험하게 된 점
- 프로그램 참여 이후 변화 된 점
- 프로그램 개선 및 수정 방안에 대한 의견 제시
- 이와 같은 다문화 가정 어린이들을 위한 스포츠 프로그램에 대한 귀하의 의견

이 연구는 최대 1시간이 소요 될 예정이며, 참여 인원은 40명 정도 예상됩니다.

귀하의 인터뷰는 녹음될 예정입니다.

이 연구 참여에 따른 부가적인 위험 사항?

본 연구와 관련된 위험 요소는 없습니다.

연구 참여에 대한 보상?

본 연구 참여에 따른 직접적인 보상은 없지만 귀하의 본 연구 참여를 통해 이와같은 스포츠 사회공헌 프로그램 발전에 큰 도움이 될 것입니다.

반드시 참여해야 하나요?

귀하의 본 연구 참여는 자발적인 의사에 달려있습니다. 귀하께서는 이 연구에 참여하지 않으셔도 되며 연구 시작 후 참여 도중에 참여를 그만두고 싶으시면 언제든지 참여를 중단하실 수 있습니다.

귀하께서 본 연구 참여에 동의하신다면 본 연구 동의서에 서명 하여 연구자 김지영에게 전달하여 주시면 됩니다. 귀하의 정보를 위해 연구 동의서 사본이 제공됩니다.

참여를 통한 보상?

이 연구 참여를 통한 금전적인 보상은 없습니다.

본 연구와 관련한 연락사항

연구 전, 후, 그리고 연구 중 궁금한 사항이 있으시면 언제든지 연구자 김지영에게 연락하시면 됩니다. 전화번호는 010-2060-9749 이며 다음과 같은 주소로 전자 메일을 주셔도됩니다(teresakim80@gmail.com).

연구 참가

귀하께서 본 연구 참여에 동의하신다면 본 연구 동의서에 서명 하여 연구자 김지영에게 전달하여 주시면 됩니다. 귀하의 정보를 위해 연구 동의서 사본이 제공됩니다.

서명

아래 공란에 서명 하심으로써 귀하께서는 이상의 내용에 관하여 정보를 제공받아 자발적으로 본 연구에 참여하시겠다는 사실에 동의하시는 것입니다. 귀하께서는 서명하시기 전에 연구자에게 어떠한 질문이든 하실 수 있으시며 질문이 있으시면 언제든지 자유롭게 질문하실 수 있습니다.

연구 참여자 이름

연구 참여자 서명

날짜

이 연구의 대표자로서, 나는 이 연구의 목적, 절차, 보상, 그리고 이 연구와
연관된 어떠한 위험 사항에 대해 설명하였습니다.

연구자 이름

연구자 서명

날짜

APPENDIX G: INTERVIEW QUESTIONS FOR THE PARENTS OF THE MULTICULTURAL YOUTH (ENGLISH)

First set of questions	
1.	What is your favorite sport?
2.	Do you watch sports?
3.	What is your favorite sports team? Why do you like the team?
4.	Who is your favorite athlete? Why do you like her/him?
5.	How did you get involved in this program?
6.	How did you know about this program?
Second set of questions	
7.	How is the program going?
8.	Could you tell me about this program?
9.	What made you decide to join this program?
Third set of questions	
10.	Could you address any changes of your kid that occurred after participating in the program?
11.	Could you address specific aspects of the training that you like of this program?
12.	Could you address specific aspects of the training that you would like to change?
13.	Could you tell me how the program should be developed?
14.	Could you tell me how the program should be modified?
Fourth set of questions	
15.	What does this program mean to you?
16.	What have you learned through this program?
Fifth set of questions	
17.	Do you feel social support by participating in this kind of program?
18.	Do you know any other programs targeting multicultural families?
19.	Do you think these kinds of program would reduce prejudice and discrimination against multicultural families?

APPENDIX H: INTERVIEW QUESTIONS FOR THE PARENTS OF THE MULTICULTURAL YOUTH (KOREAN)

첫번째 세트 질문

1. 가장 좋아하는 스포츠는?
 2. 스포츠를 관람하십니까?
 3. 가장 좋아하는 스포츠 팀은? 그리고 그 팀을 좋아하는 이유는 무엇입니까?
 4. 가장 좋아하는 운동 선수는? 그 선수를 좋아하는 이유는?
 5. 이 프로그램에 참여하게 된 계기는?
 6. 이 프로그램에 대해 어떻게 알게 되었습니까?
-

두번째 세트 질문

7. 프로그램은 잘 진행되고 있습니까?
 8. 참여하는 프로그램에 대해 설명해 주세요.
 9. 이 프로그램 참여 동기는 무엇입니까?
-

세번째 세트 질문

10. 이 프로그램 참여를 통해 배운점이 있다면?
 11. 이 프로그램을 통해 배우게 된 것 중 예를 들어 설명해 주세요.
 12. 훈련 프로그램 중 특히 인상깊었던 점이 있다면?
 13. 훈련 프로그램 중 바꾸고 싶은것이 있다면?
 14. 이 프로그램 참여를 통해 배운점이 있다면?
-

네번째 세트 질문

15. 이 프로그램 참여 이후 바뀐점이 있다면 무엇이 있습니까?
 16. 이 프로그램이 앞으로 어떻게 개선되어야 한다고 생각하십니까?
-

다섯번째 세트 질문

17. 이러한 스포츠 프로그램 참여를 통해 한국 사회의 관심과 후원을 느끼십니까?
 18. 다문화 가정 어린이들을 위한 이와 유사한 프로그램을 알고 계십니까?
 19. 이러한 프로그램이 다문화 가정 어린이들에 대한 편견이나 차별을 줄여 준다고 생각하십니까?
-

APPENDIX I: INTERVIEW QUESTIONS FOR THE MULTICULTURAL YOUTH (ENGLISH)

First set of questions	
1.	What is your favorite sport?
2.	Do you watch sports?
3.	What is your favorite sports team? Why do you like the team?
4.	Who is your favorite athlete? Why do you like her/him?
5.	How did you get involved in this program?
6.	How did you know about this program?
Second set of questions	
7.	How is the program going?
8.	Could you tell me about this program?
9.	What made you decide to join this program?
Third set of questions	
10.	Do you remember what you have learned during this program?
11.	Could you give an example of what you have learned?
12.	Could you address specific aspects of the training that you like?
13.	Could you address specific aspects of the training that you would like to change?
Fourth set of questions	
14.	Could you address any changes that occurred after participating in the program?
15.	Could you tell me how the program should be developed?
16.	Could you tell me how the program should be modified?
Fifth set of questions	
17.	What does this program mean to you?
18.	What have you learned by participating in this program?
19.	Did you learn anything new that you would not know if you did not come to this program?

APPENDIX J: INTERVIEW QUESTIONS FOR THE MULTICULTURAL YOUTH (KOREAN)

첫번째 세트 질문

1. 가장 좋아하는 스포츠는?
 2. 스포츠를 관람하십니까?
 3. 가장 좋아하는 스포츠 팀은? 그리고 그 팀을 좋아하는 이유는 무엇입니까?
 4. 가장 좋아하는 운동 선수는? 그 선수를 좋아하는 이유는?
 5. 이 프로그램에 참여하게 된 계기는?
 6. 이 프로그램에 대해 어떻게 알게 되었습니까?
-

두번째 세트 질문

7. 프로그램은 잘 진행되고 있습니까?
 8. 참여하는 프로그램에 대해 설명해 주세요.
 9. 이 프로그램 참여 동기는 무엇입니까?
-

세번째 세트 질문

10. 이 프로그램 참여를 통해 배운점이 있다면?
 11. 이 프로그램을 통해 배우게 된 것 중 예를 들어 설명해 주세요.
 12. 훈련 프로그램 중 특히 인상깊었던 점이 있다면?
 13. 훈련 프로그램 중 바꾸고 싶은것이 있다면?
-

네번째 세트 질문

14. 이 프로그램 참여 이후 바뀐점이 있다면 무엇이 있습니까?
 15. 이 프로그램이 앞으로 어떻게 개선되어야 한다고 생각하십니까?
 16. 이 프로그램에 대해 희망사항이 있다면?
-

다섯번째 세트 질문

17. 이 프로그램이 귀하에게 어떤 의미입니까?
 18. 이 프로그램 참여를 통해 바뀌게 된 점이 있다면?
 19. 이 프로그램에 참여하지 않았으면 몰랐을 것들이 있다면 무엇이 있습니까?
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